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ABSTRACT

This curriculum guide is designed to assist teachers at all levels in their efforts to infuse law-related education (LRE) into their regular course of instruction. The curriculum goals are (1) to promote good citizenship through an understanding of and active participation in a democratic society; (2) to foster respect, understanding, and appreciation of diversity; (3) to develop, improve and integrate thinking and interpersonal skills; and (4) to increase knowledge of and insights into the personal relevance of law and the Constitution. The first part of the guide provides a framework for organizing and selecting (LRE) activities based on concepts of power, justice, liberty, and equality. The guide presents teaching strategies appropriate to LRE including case studies, mock trials, resource persons, role playing, simulations, and various games. Lesson plans are divided into levels--lower and upper elementary, middle, and high school--and provide concepts, rationale, objectives, materials, procedures, and assessment. Many of the lesson plans include handouts for student activities and some include primary documents such as the Constitution of Virginia. The appendix includes a copy of the United States Constitution. (JD)

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LIVING THE LAW BY LEARNING THE LAW

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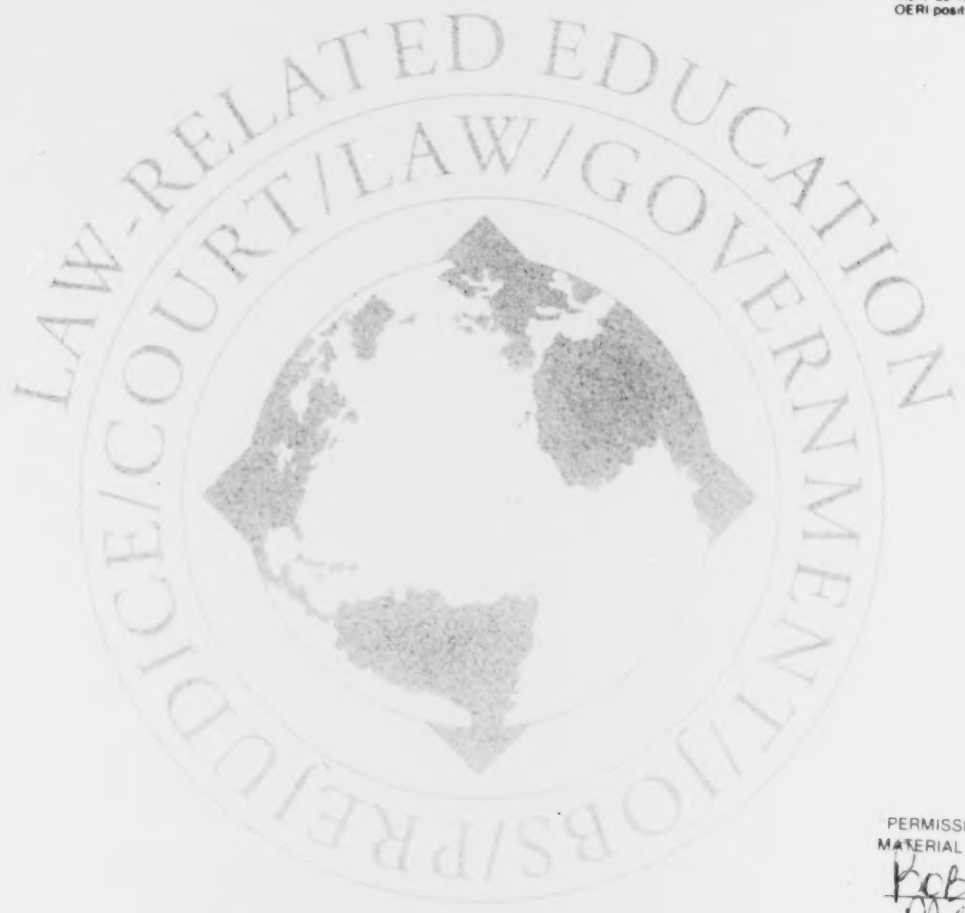

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A K-12
LAW-RELATED EDUCATION
CURRICULUM GUIDE

LIVING THE LAW BY LEARNING THE LAW

A K-12
LAW-RELATED EDUCATION
CURRICULUM GUIDE

PREFACE AND ACKNOWLEDGEMENTS

Democracy is the idea of community life itself. To learn to be human is to develop an effective sense of being an individual distinctive member of a community, one who understands and appreciates its beliefs, desires and methods, and who contributes to a further conversion of organic powers into human resources and values. But this translation is never finished. - John Dewey

To be a productive community member - an informed and effective citizen in our democratic society - one must develop a strong sense of one's self, of one's group or groups, and of one's role in the group. As Dewey suggests, in a democracy this is an on-going, everlasting, always renewing effort. The purpose of this curriculum guide is to provide teachers with content and method which promote thoughtful exploration of and investigation into some of the ideas and concepts - the rules, rights, responsibilities, and roles - that guide democratic citizenship.

The curriculum framework and the lessons contained herein are the creation of a truly dedicated and talented team of Virginia teachers and administrators and a testament to collaborative teamwork and democratic community at work. Beginning in March, 1992, these elementary, middle, and high school teachers from all over the Commonwealth (names and school systems are detailed in Section I) gathered periodically to deliberate, negotiate, and decide what they felt were the most critical themes and concepts that should be regularly taught to all children about our democratic system. Then they developed and tested in their own classrooms model programs of study to teach various concepts and themes. Throughout the three-year process they shared their ideas, lessons, and programs with many other educators, sought their feedback, and modified their material accordingly. Hundreds of classroom teachers, department chairs, and social studies specialists at summer institutes, statewide professional meetings, and local in-service workshops offered their insight, advice, and support. On behalf of the curriculum development team and the Virginia Institute for Law and Citizenship Studies, I sincerely thank all for their thoughtful and constructive feedback.

Of course, this project would not have been possible without a grant (#S123A10113) from the U.S. Department of Education and on-going support from Virginia Commonwealth University, the Virginia Bar Association, and the Virginia State Bar. The project was originally conceived by my predecessor, Joe O'Brien, who, though he has moved on to other arenas, continues to be actively interested in the curriculum and to offer most appreciated advice, critiques, and support of the material we have developed. Our efforts have also been guided by the Virginia Consortium for Law-Related Education (created under the same grant), a group of organizations and individuals who lead law-related education efforts throughout Virginia. Its members include: Melanie Biermann, Virginia Polytechnic Institute and State University; Lee Chase, Chesterfield Public Schools; Mark Coward, Virginia YMCA; Mark Crockett, Virginia Department of Education; Fred Lederer, The College of William and Mary; Alan McLeod, Virginia Commonwealth University; Wayne Oyler, Virginia State Police; Bruce Steen, Virginia Bar Association; Warren Stewart, Goochland Public Schools; Adrienne Stuttaford, Virginia State Bar; Mike Wildasin, Fairfax County Public Schools; and Lil Youell, Virginia Lawyers Auxiliary.

I would like to offer a few other important notes of appreciation to Virginia Commonwealth University folks who have contributed a special effort to this project. Much gratitude goes to the School of Education's Dean, John Oehler, a quintessential problem-solver who has nurtured and nursed (when

necessary) the Virginia Institute for Law and Citizenship Studies - and its many projects - since its arrival at the VCU School of Education in 1982. Thanks also to Alan McLeod, Teacher Education Division Head, for his leadership role and support of this curriculum project. A special note of gratitude to Michael Davis, Teacher Education Professor, who has expressed an interest in both the project and product and who took the time to review the curriculum guide in full and offer a number of useful suggestions for improvement. I have also truly appreciated the on-going interest and support lent by Jim Hodges, Associate Professor of Social Studies Education. Many, many thanks to Joyce Davis, Assistant Director of the Institute, and Beth Belnap, a most talented and thorough graduate assistant, for the myriad pieces each one has carried through to completion on this project. Also, my sincere appreciation to graduate assistant Monica Osei and to Linda Davis and Karen Williams, Office Services Specialists, for their contributions to the typing and copying efforts related to producing this curriculum.

Finally, I once again turn to the small community of teachers with whom I had the special opportunity to work and create this guide. They are truly special and have enriched and rejuvenated my professional life beyond description. I consider it a real privilege to have had the opportunity to work with each and every one of them. Thank you Jamie, Jan, Lora, Agnes, Lynda, Jeff, Peter, Joanne, Roger, Roy, Ellen, Barbara, Carolyn, Stanley, Janie, Lynn, Marilyn, Tom, JoAnn, Mary Jane, Sandra, Bonnie, Thelma, and Bob.

Robin Haskell McBee, Director
Virginia Institute for Law and Citizenship Studies
School of Education
Virginia Commonwealth University

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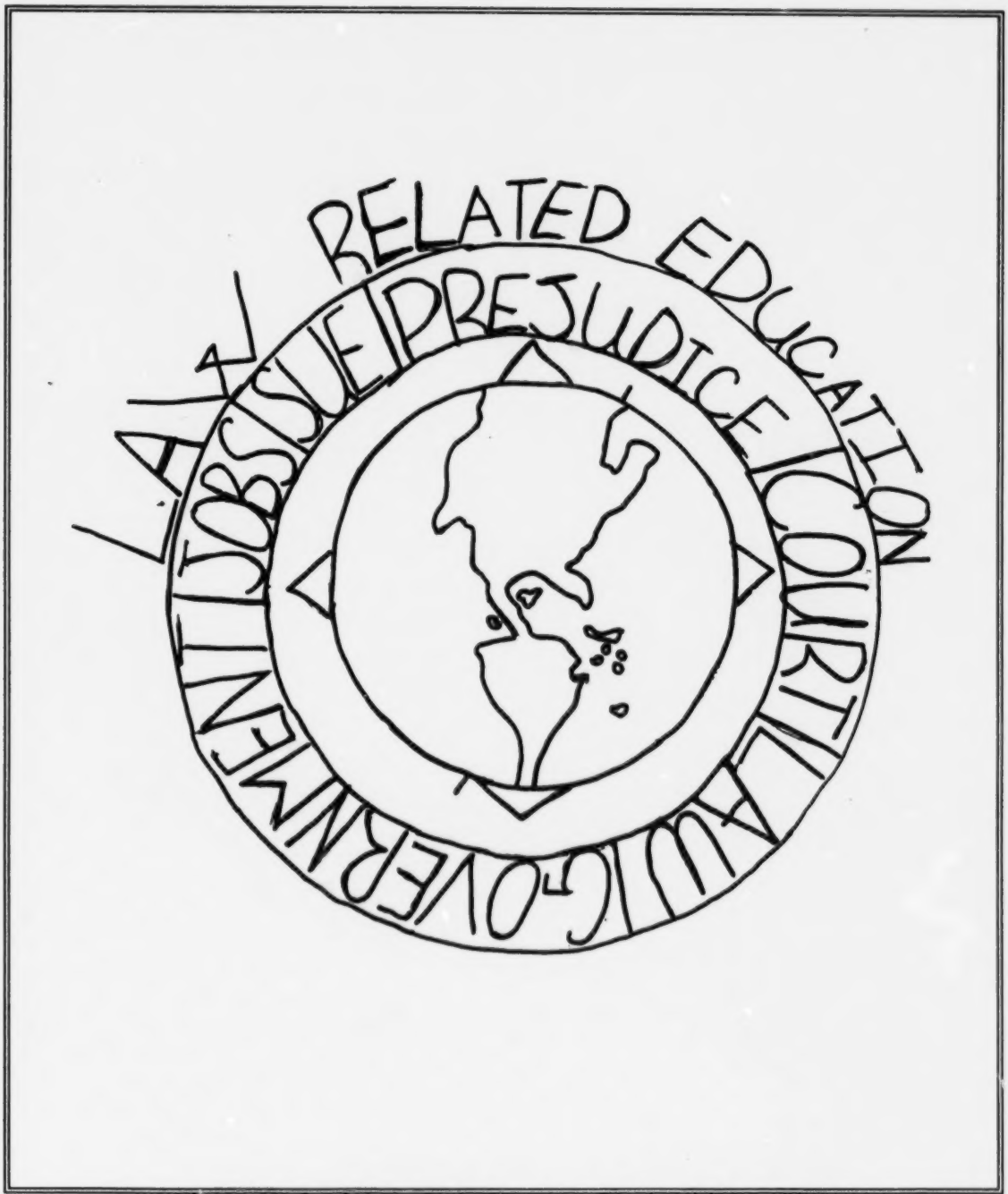


Artwork by Eric Young, Globe Elementary School, Arlington, Virginia

CURRICULUM FRAMEWORK

LIVING THE LAW BY LEARNING THE LAW[1]

K-12 LAW-RELATED EDUCATION CURRICULUM GUIDE

INTRODUCTION

The Virginia Consortium for Law-Related Education (VACLRE) believes that all children should develop an understanding of rules, laws, and the legal system in preparation for their roles as citizens in our democratic society. Since legal principles and regulations govern every aspect of our lives, educating all students for such understanding should be as fundamental to the K-12 curriculum as are reading, language arts, mathematics, and science. The Consortium further believes that the most effective means of building an understanding of rules, laws, and the legal system is to continually and actively engage students in their instruction on these topics. Such instruction is known as law-related education or LRE and can be easily infused into the existing curriculum at all grade levels.

This curriculum guide is designed to provide a map which assists teachers at all levels in their efforts to infuse law-related education into their regular course of instruction. It is organized by selected thematic strands and concepts. After much deliberation, the curriculum development team concluded that these are the most fundamental themes and concepts that all children should leave school understanding. *However, the curriculum guide does not prescribe when and how to deliver law-related education.* Instead, it *describes and suggests* potential applications of the themes and concepts to the content and skills already taught at the four levels.

The guide includes several model programs of study for each of the instructional levels. These programs demonstrate potential applications of the LRE themes and concepts to existing content and skill instruction as suggested in the framework. The framework and programs of study have been developed and piloted by experienced, practicing teachers at all four general levels. *Teachers are encouraged to utilize that which fits their needs and to modify, expand, and add to strategies as appropriate for their particular circumstances.*

CURRICULUM GOALS

1. To promote good citizenship through an understanding of and active participation in a democratic society.
2. To foster respect, understanding, and appreciation of diversity and pluralism.
3. To develop, improve, and integrate thinking and interpersonal skills.
4. To increase knowledge of and insights into the personal relevance of law and the Constitution.

CURRICULUM OBJECTIVES

1. Students will demonstrate an understanding that rules and laws evolve as a society adapts to change.
2. Students will be able to describe and demonstrate, where appropriate, the responsibilities that accompany the rights of citizenship.

A project of the Virginia Consortium for Law-Related Education and the Virginia Institute for Law and Citizenship Studies at Virginia Commonwealth University, Richmond, Virginia. Funding for the development of this curriculum was made possible by a grant (#S123A10113) from the U.S. Department of Education and on-going support from Virginia Commonwealth University, School of Education, the Virginia Bar Association, and the Virginia State Bar.

3. Students will demonstrate an understanding of governance as the system and process we use to control and manage ourselves in a group.

4. Students will demonstrate the skills of good citizenship as required by a society that is governed by laws.

CROSS-DISCIPLINARY APPLICATIONS

It is the belief of those developing this curriculum that LRE readily lends itself to a variety of cross-disciplinary applications. Therefore, each lesson plan has a section specifically devoted to such possibilities.

UNDERSTANDING OTHERS' PERSPECTIVES

The curriculum development team is firmly commited to recognizing and working with multi-cultural, multi-ethnic perspectives and diverse learning styles. The team members believe even more deeply that law-related education provides an extremely successful construct - through its content and strategies - for working with controversial issues, expressing diverse viewpoints, and acknowledging minority perspectives. The curriculum's goals and objectives reflect this commitment, and the presence of a comparative studies concept category under most of the curriculum's thematic strands will lend itself handily to teachers seeking ready-made vehicles for promoting cross-cultural understanding. Further, each lesson or unit plan includes a specific section addressing the opportunities the lesson offers for understanding others' perspectives.

MEMBERS OF THE CURRICULUM DEVELOPMENT TEAM

Those who have been actively involved in the development of the framework and model lessons and programs of study are: Jamie Brown, a Petersburg middle school teacher, Janice Davis, a Prince William elementary teacher; Lora DiNardo, a Virginia Beach elementary school teacher; Agnes Dunn, a Stafford high school teacher and division specialist for social studies; Lynda Dunnigan, a Williamsburg-James City high school teacher; Jeff Fishbein, an Arlington middle school teacher; Peter Fisher, a Prince George middle school teacher; Joanne Funk, a Norfolk elementary school teacher; Roger Gray, a Richmond high school teacher, Roy Greenland, a high school teacher at the Roanoke Juvenile Detention Center; Ellen Harmon, an Alexandria high school teacher; Barbara Harris, a Richmond City elementary school teacher; Carolyn Jolly, a Charlotte elementary school teacher; Stanley Jones, a Williamsburg-James City equal educational opportunity officer; Janie Laemel, a Fairfax middle school teacher; Lynn Leavitt, an Arlington elementary school teacher; Marilyn Leeb, an Arlington high school teacher; Tom Long, an Augusta high school teacher; Robin Haskell McBee, Director of the Virginia Institute for Law & Citizenship Studies and member of the VCU School of Education faculty; JoAnn McCracken, a Chesterfield middle school teacher; Mary Jane Mutispaugh, a Buena Vista high school teacher; Sandra Pettigrew, a Prince George elementary school principal; Bonnie Stinnett, a Powhatan middle school teacher; Thelma Williams-Tunstall, a Richmond high school teacher; and Bob Wright, a Staunton elementary school teacher.

PILOT TEACHERS

In addition to many of the teachers listed above, the following teachers piloted lessons from this guide: Cindy Baber, a Powhatan middle school teacher; Carolyn Butler, a Frederick high school teacher; Sandra Graham, a Spotsylvania high school teacher; and Diane Neylan, a Richmond high school teacher.

USING THIS GUIDE

EXPLANATION

- The first part of this guide provides a framework for organizing and selecting law-related education activities to infuse into your existing curricular mandates.
- The framework is organized around three thematic strands and four conceptual themes.
- The framework overview on the following page gives you a visual summary of this organization.
- The thematic strands and concepts are considered to be fundamental to the development of a sound understanding of rules, laws, and the legal system.
- These strands also make up the curriculum's objectives, and they are repeated at each general levels of instruction:
  - primary (pre-kindergarten to second grade),
  - intermediate (third grade to fifth grade),
  - middle school (sixth grade to eighth grade), and
  - high school (ninth grade to twelfth grade).

NAVIGATING THIS GUIDE

- Look at the framework overview on page 7 first in order to get a sense of what is covered in this guide and how it might relate to your instructional needs and interests.
- Proceed to the framework section related to your grade level (Primary, Intermediate, Middle School, High School).
- Review the content and skill applications these themes and concepts have to the curriculum you already teach.
- Look at the standard LRE strategies described in section two. These popular strategies are used by teachers at all grade levels, and they characterize typical law-related education lessons.
- Look over the actual model programs of study offered in the third section of this guide. They provide a detailed guide for those who feel they need it or a flexible springboard for those who wish to adapt the materials for other applications in their schools or classrooms.

  The field-tested lessons and activities offer a wide variety of content and strategies for infusing law-related education instruction into your program. They are by no means exhaustive of the LRE possibilities. There are hundreds of LRE print and audio-visual resources available for purchase or loan through the Virginia Institute for Law and Citizenship Studies (804-828-1322), publishing companies, and other state and national LRE groups throughout the country. The lessons do, however, represent the wisdom and experience of Virginia teachers, and they are intended to give you a taste of what is possible in the LRE world by getting you started.

- Use the planning form on page 8 to help you design your LRE program.

OVERVIEW OF CURRICULUM CONCEPTUAL FRAMEWORK

		Rules & Laws Evolve as a Society Adapts to Change.	With the Rights of Citizenship Come Responsibilities.	Governance is the Process We Use to Manage Ourselves in a Group.
		Foundations & Interpretations	**Expression & Participation**	**Governing Documents & Frameworks**
Power	PK-2nd Grades	•Reasons/Needs for Law •Meanings of Rules/Laws •Sources/Uses of Authority	•Rights of U.S. Citizens •Effective Group Participation	•Class Rule Making & Procedures •Sources/Uses of Authority
	3rd-5th Grades	•Origins of Democracy •Legal Documents in History	•Rights of U.S. Citizens •Effective Group Participation	•Constitution & Bill of Rights •Branches of Government
	6th-8th Grades	•Role of Democratic Process •History/Evolution of Law	•Citizenship Responsibilities •Civil Liberties	•Constitutional Principles •Philosophy of Governance
	9th-12th Grades	•Types of Law •Morals/Ethics/Philosophy of Law •History/Evolution of Law	•Voting •Citizenship Responsibilities •Civic Service	•Constitutional Principles •Majority vs. Minority
		Fairness and Justice	**Resolution of Conflict**	**Court Systems and Procedures**
Justice	PK-2nd Grades	•Fairness Process •Need/Circumstance Considerations •Consequences	•Rights a Child Can Expect •Win/Win	•Obeying Rules and Laws •Consequences
	3rd-5th Grades	•Contracts •Consequences •Civil Rights	•Rights a Child Can Expect •Win/Win	•Criminal Justice •Civil Justice
	6th-8th Grades	•Civil Rights •Ethical Behavior	•Compromise	•Due Process •Order •Conflict Resolution
	9th-12th Grades	•Contracts •Civil Rights •Distributive/Corrective/Procedural	•Global Conflict •Community Coflict •Individual Conflict	•Court System Structures •Procedures •Obeying, Enforcing Law
		Comparative Rules and Laws	**Individual Rights**	**Community Need vs.Individual Rights**
Liberty	PK-2nd Grades	•Home •School •Community	•Democratic Class Problem Solving •Diverse Viewpoints	•Needs of Class vs. Individual •Majority vs. Minority
	3rd-5th Grades	•Cultures •States	•Democratic Class Problem Solving •Diverse Viewpoints	•Democratic Values •Majority vs. Minority
	6th-8th Grades	•Nations •Common/Statutory/Case Law	•Human Rights •Due Process •Civil Liberties	•Privacy •Property
	9th-12th Grades	•Common/Statutory/Case Law •Social/Political Group Variance •International Law	•Human Rights •Case Law •Constitution & Bill of Rights	•Majority vs. Minority •Conflicting Communities' Needs/Rts.
		Dynamics of Rules and Laws	**Tolerance and Disagreements**	**Equity in a Pluralistic Society**
Equality	PK-2nd Grades	•Rule Making •Rule Breaking	•Tolerance of Difference/Opposition •Acceptable Ways to Disagree	•Equal Career Opportunities for All •Treatment of Diversity in Rules/Laws
	3rd-5th Grades	•Bill of Rights •Civil Disobedience •Emerging/Future Legal Issues	•Tolerance of Difference/Opposition •Right to Disagree	•Equal Career Opportunities for All •Representation of Minority Views
	6th-8th Grades	•Dissent •Civil Disobedience •Emerging/Future Legal Issues	•Tolerance of Difference/Opposition •Conflict Resolution	•Representation of Minority Views •Authority •Liberty
	9th-12th Grades	•Dissent •Civil Disobedience •Emerging/Future Legal Issues	•Tolerance of Difference/Opposition •Conflict Resolution	•Authority •Liberty

TEACHER PLAN FOR IMPLEMENTING LAW-RELATED EDUCATION

KEY LRE CONCEPT(S) TO BE TAUGHT	SCHOOL'S INSTRUCTIONAL GOALS TO BE MET	CONTENT/SKILL APPLICATIONS	LRE LESSONS TO BE USED

PRIMARY FRAMEWORK: PRE-KINDERGARTEN - SECOND GRADE

RULES AND LAWS EVOLVE AS A SOCIETY ADAPTS TO CHANGE.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power FOUNDATIONS & INTERPRETATIONS ·Reasons/Needs for Law ·Meanings of Rules/Laws ·Sources/Uses of Authority	-Definitions of Rule and Law -Rules in Home, School, Community -Laws for Home, School, Community -Famous Americans: Lawmakers & Judges -People Who Make Rules/Laws -People Who Enforce Rules/Laws -Holidays: Constitution Week (Week of 9/17) Law Day (May 1) -Traffic and Other Transportation Laws -Police and Safety -Good Touching/Bad Touching -Laws Related to Days of Week -Laws that Affect Farming -Exploration of New Lands/Development of New Rules and Laws -Substance Abuse Prevention	-Following Rules -Following Directions -Recognizing Signs, Symbols for Safety -Understanding Need for and Practicing Specific Rules -Participating Effectively in a Group -Establishing Rules and Procedures for Class/School -Collecting, Organizing, and Interpreting Information -Making Class Constitution/Bill of Rts -Getting Along Together -Taking Care of Property
Justice FAIRNESS & JUSTICE ·Fairness Process Need/Circumstance Considerations ·Consequences	-Agreements, Broken Agreements -Punishments/Consequences that are Fair -Fairness Considerations in Rule/Law Making -Democratic Solutions to Classroom Problems -Cause and Effect -Fact and Opinion -The Role of Courts in Solving Problems -Fairness According to Need & Circumstance -Procedures that are Fair	-Group Participation/Collaboration/Decision Making -Resolving Conflict -Expressing Opinions Effectively -Identifying Problems and Central Issues -Identifying Ways to Resolve Conflict
Liberty COMPARATIVE RULES AND LAWS ·Home ·School ·Community	-Different Families/Different Rules -Seasonal Changes in Laws -Different Laws in Different Climates -Rules or Laws in Other Countries, Indian Nations -Legal Documents in Personal/Family History -U.S. Constitution	-Identifying, Categorizing, Comparing, Contrasting, Interpreting Rules/Laws in Home/School/Community -Time Lines: Laws in My Life/Changed Laws in History -Sequencing Rules/Laws in My Day -Rule Maps of Classroom/Home/ Neighborhood -Gathering/Categorizing/Interpreting Data -Recognizing Self as Unique -Respecting Cultural, Ethnic Differences -Recognizing Human/Group Interdependence -Collecting/Organizing/Recording Info -Gathering Legal Info. from Photos, Illustrations
Equality DYNAMICS OF RULES AND LAWS ·Rule Making ·Rule Breaking	-Changing our Rules/Laws -Democratic Solutions to Classroom Problems -Cause and Effect -Conflict Resolution	-Understanding Choices and Consequences -Identifying and Applying Cause and Effect -Changing Rules/Laws at Home and School -Respecting Cultural, Ethnic, Differences -Group Participation/Collaboration/ Decision Making -Identifying Own/Others' Value Positions -Identifying Ways to Resolve Conflict

WITH THE RIGHTS OF CITIZENSHIP COME RESPONSIBILITIES.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power EXPRESSION & PARTICIPATION Rights of U.S. Citizens Effective Group Participation	-Famous Americans Who Have Fought for Civil Rights -Citizens of the United States Have Certain Rights -Fact and Opinion -Cause and Effect -Diversity of Views -Majorities and Minorities -Greater Than and Less Than	-Following Directions -Recognizing/Cooperating with Authority Figures -Getting Along with Others -Identifying Own Values -Identifying Others Values, Views -Expressing Opinions -Respecting Others' Views -Cooperation Skills -Effective Group Participation -Decision Making -Recognizing Group Interdependence -Identifying Problems and Possible Solutions -Predicting Consequences
Justice RESOLUTION OF CONFLICT Rights a Child Can Expect Win/Win	-Children Have Certain Rights at Home, In School -Citizens of the U.S. Have Certain Rights -Conflict Resolution in Class, on Playground -Rules and Procedures for Class, Playground, Effective Group Participation -Conflict Resolution By Agreement vs. Might -Diversity of Views -Cause and Effect -Fact and Opinion -Community Helpers Who Resolve Conflicts -Resolving Conflict in Different Settings -Obeying Rules/Laws, Breaking Rules/Laws -Problems and Solutions	-Practicing Following Certain Rules -Participating Effectively in a Group -Following Directions -Assuming Classroom Responsibilities -Listening to Others -Identifying Own and Others' Value Positions -Negotiating Between Competing Interests -Expressing Views -Respecting Views of Others -Differentiating Between Truth/Fact and Opinion -Sequencing Events -Decision Making -Identifying Community Problems, Careers, and Opportunities for Civic Service
Liberty INDIVIDUAL RIGHTS Democratic Class Problem Solving Diverse Viewpoints	-Interdependence of People and Groups -Decision Making in U.S. and Other Cultures -Class Constitutions -Leaders For Whom We Vote -Obeying Rules/Laws, Breaking Rules/Laws -Cause and Effect -Diversity of Views -Rule of Majorities -Minorities' Rights -Greater Than and Less Than, Equal To -Problems and Solutions -Community Helpers Who Resolve Problems -Resolving Problems in Different Settings	-Practicing Following Certain Rules -Assuming Classroom Responsibilities -Setting Goals -Participating Effectively in a Group -Getting Along with Others -Identifying Own Values -Identifying Others Values, Views -Expressing Opinions -Respecting Others' Views -Decision Making -Recognizing Group Interdependence -Identifying Problems and Possible Solutions -Predicting Consequences -Understanding Choices and Consequences -Respecting Diversity
Equality TOLERANCE AND DISAGREEMENT Tolerance of Difference/ Opposition Acceptable Ways to Disagree	-Obeying Rules/Laws, Breaking Rules/Laws -Cause and Effect -Interdependence of People and Groups -Diversity of Views -Conflict Resolution in Class, on Playground -Rules and Procedures for Class, Playground, Effective Group Participation -Conflict Resolution By Agreement vs. Might	-Understanding Choices and Consequences -Respecting Diversity -Group Participation and Cooperation -Identifying Ways to Resolve Conflict -Identifying Problems/Solutions/ Consequences -Identifying and Expressing Feelings, Views -Listening to Others

BEST COPY AVAILABLE

GOVERNANCE IS THE PROCESS WE USE TO MANAGE OURSELVES IN A GROUP.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power GOVERNING DOCUMENTS AND FRAMEWORKS ·Class Rule Making & Procedures ·Sources/Uses of Authority	-Sources of Authority at Home, School, in the Community -Class Constitutions -Class Rule Making and Procedures -Democratic Solutions to Classroom Problems -People Who Make or Enforce Rules/Laws -Three Branches of Government -Voting -Conflict Resolution -Agreements, Broken Agreements -The Role of Courts in Solving Problems -Punishments/Consequences that are Fair -Fairness Considerations in Rule/Law Making -Cause and Effect -Fact and Opinion -Exploration of New Lands/Development of New Rules and Laws	-Following Rules -Following Directions -Understanding Need for/Practicing Rules -Participating Effectively in a Group -Establishing Rules and Procedures for Class/School -Collecting, Organizing, and Interpreting Information -Making Class Constitution/Bill of Rts -Getting Along Together -Taking Care of Property -Following Directions -Identifying Problems, Solutions/Predicting Consequences
Justice COURT SYSTEMS AND PROCEDURES ·Obeying Rules and Laws Consequences	-Sources of Authority: Home, School, Community -Class Rule Making and Procedures -People Who Enforce Rules/Laws -Three Branches of Government -Conflict Resolution -Agreements, Broken Agreements -The Role of Courts in Solving Problems -Role of Police, Judges in Community -Punishments/Consequences that are Fair -Cause and Effect -Fact and Opinion	-Following Rules, Directions -Understanding Need for and Practicing Specific Rules -Establishing Rules and Procedures for Class/School -Collecting, Organizing, and Interpreting Information -Getting Along Together -Taking Care of Property -Identifying Problems, Solutions/Predicting Consequences -Identifying/Categorizing/Comparing Governance in Class and Community -Recognizing Group Interdependence
Liberty COMMUNITY NEED VS INDIVIDUAL RIGHTS ·Needs of Class vs. Individual ·Majority vs. Minority	-Need for Rules, Laws -Cause and Effect -Conflict Resolution -Sources of Authority at Home, School, in the Community -Democratic Solutions to Classroom Problems -Voting -Punishments/Consequences that are Fair -Rule of Majorities -Minorities' Rights -Greater Than, Less Than, Equal To	-Assuming Classroom Responsibilities -Participating Effectively in a Group -Sharing, Respecting Property, Materials -Getting Along with Others -Identifying/Expressing Values -Respecting Others' Views -Respecting Diversity -Decision Making -Recognizing Group Interdependence -Identifying Problems and Possible Solutions -Understanding Choices and Consequences
Equality EQUITY IN A PLURALISTIC SOCIETY ·Equal Career Opportunities for All ·Treatment of Diversity in Rules/Laws	-Need for Rules, Laws -Rules Addressing Competing Needs -Rule of Majorities -Minorities' Rights -Rules/Laws Addressing Minorities' Rights -Cause and Effect -Conflict Resolution -Democratic Solutions to Classroom Problems -Voting -Career Opportunities for Women, Minorities	-Participating Effectively in a Group -Getting Along with Others -Identifying/Expressing Values -Respecting Others' Views -Respecting Diversity -Decision Making -Recognizing Group Interdependence -Identifying Problems and Possible Solutions -Understanding Choices and Consequences

INTERMEDIATE FRAMEWORK: THIRD GRADE - FIFTH GRADE

RULES AND LAWS EVOLVE AS A SOCIETY ADAPTS TO CHANGE.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power FOUNDATIONS & INTERPRETATIONS ·Origins of Democracy ·Legal Documents in History	-Documents of Origin: Humans, Colonies, Cities, States, Nations -National/State/Class Constitutions, Treaties -Documents of Indigenous Peoples -Immigration and Changes to Laws -Virginia's Early Years -Virginia Declaration of Rights -Founding American Documents -U.S. Expansion: Legal Documents -Current Events and Newspapers -Holidays: Constitution Week (Wk. of 9/17)	-Comparing and Contrasting -Understanding Choices and Consequences -Identifying and Applying Cause and Effect -Gathering Information from Various Sources -Placing Historical Founding Events in Proper Sequence; Making Time Lines -Locating on Maps & Globes World Cultures That Have Contributed to Evolution of Democracy
Justice FAIRNESS & JUSTICE Contracts Consequences Civil Rights	-Treaties: of Paris, with Indian Nations -Explorers and the Lands They Discovered -Democratic Solutions to Classroom -Cause and Effect -The Role of Courts in U.S. Government -Mass Production, Labor, Labor Laws -Current Events and Newspapers -Holidays: Law Day/Week (Wk. of 5/1)	-Participating Effectively in a Group -Decision Making -Recognizing Money as Economic Exchange for Goods/Services -Understanding Need for/Practicing Rules -Establishing Class/School Rules/Procedures - Making a Class Constitution/Bill of Rts. -Understanding Rights of U.S. Citizens -Selecting and Defending Position -Fact and Opinion -Identifying Problems and Central Issues -Identifying Ways to Resolve Conflict
Liberty COMPARATIVE RULES AND LAWS Cultures States Nations	-Different Families/Different Rules -Seasonal/Climatic Changes in Laws -Rules or Laws in Canada, Mexico, American Indian Nations, other Nations -Laws Affecting Children: Changes in History -Resolution of International Conflicts through World Court, UN -Immigration and Changes to Laws -Current Events and Newspapers -International Children's Convention -Laws that Protect American Children	-Comparing, Contrasting, Interpreting Rules/Laws in Cultures, States, Nations -Sequencing Day's Activities influenced by Laws -Rule/Law Maps of Classrooms, Homes, Neighborhoods -Gathering/Categorizing/Interpreting Data -Recognizing Self as Unique -Respecting Diversity -Recognizing Group Interdependence -Comparing and Contrasting -Gathering Legal Info. from Photos, Illustrations -Using Library Resources -Distinguishing Primary, Secondary Sources -Making Inferences from Written, Visual Material
Equality DYNAMICS OF RULES AND LAWS Bill of Rights Civil Disobedience Emerging/Future Legal Issues	-Civil War Amendments -Abolition and Underground Railroad -Mass Production, Labor, and Labor Laws -Equal Opportunity Careers for Men, Women, Minorities -Breaking Rules on Purpose -Democratic Solutions to Classroom Problems -Current Events and Newspapers -Life Milestones Related to Law	-Respecting Cultural, Ethnic, Religious Differences -Group Participation, Collaboration, Decision Making -Identifying Own/Others' Value Positions -Selecting and Defending Position -Identifying Ways to Resolve Conflict -Relating Cause and Effect

WITH THE RIGHTS OF CITIZENSHIP COME RESPONSIBILITIES.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power EXPRESSION & PARTICIPATION ·Rights of U.S. Citizens ·Effective Group Participation	-Virginia Declaration of Rights -Taxation Issues in Pre-Revolutionary America -Citizens of the U.S. Have Certain Rights -Civil Liberties Contained in Bill of Rights -Evolution of Voting Rights in the U.S. -Steps for Getting Legislation Passed to Deal with a Specific Community Problem -Famous Americans Associated with Civil Rts. -Equal Opportunity Careers for Men, Women, Minorities -Rules, Procedures for Effective Group Participation -Holidays: Law Day (5/1), Constitution Day (9/17)	-Getting Along Together, Following Directions -Comparing Rights, Responsibilities -Establishing Classroom Liberties and Responsibilities -Participating Effectively in a Group -Identifying Own/Others' Value Positions -Respecting Views of Others -Identifying Problems, Solutions, Predicting Consequences -Identifying Main Idea/Detail, Problem/Central Issues -Differentiating Between Fact and Opinion -Understanding Causal Relationships -Decision Making
Justice RESOLUTION OF CONFLICT ·Rights a Child Can Expect ·Win/Win	-Rights at Home, in School, in Community -Rules and Procedures for Class, Playground -Conflict Resolution in Class, on Playground -Assuming Classroom Responsibilities -Conflict Resolution By Agreement vs. Might -Diversity of Views -Cause and Effect -Fact and Opinion -Community Leaders Who Resolve Conflicts -Resolving Conflict in Different Settings -Obeying Rules/Laws, Breaking Rules/Laws -Community Problems and Solutions -Children's Rights and Responsibilities in U.S. and Other Nations/Cultures -International Children's Convention	-Participating Effectively in a Group -Listening, Following Directions -Recognizing Group Interdependence -Identifying Evidence, Sequence of Events -Evaluating Information for Accuracy -Distinguishing Between Main Idea and Detail, Important and Unimportant Details, Fact and Opinion -Drawing Conclusions Based on Evidence -Identifying Own/Others' Value Positions -Respecting Views of Others -Identifying Problems, Consequences -Setting Goals -Relating Consequences to Choices, Actions -Decision Making
Liberty INDIVIDUAL RIGHTS ·Democratic Class Problem Solving ·Diverse Viewpoints	-Class Constitutions/Bills of Rights -Rules and Procedures for Class, Playground -Classroom Problems and Solutions -Assuming Classroom Responsibilities -Voting Rights -Religious Rights, Rights in Different Religions -Diversity of Views -Cause and Effect -Steps for Getting Legislation Passed to Deal with a Specific Community Problem -Famous People Associated with Democracies	-Identifying Classroom, School, Community Problems, Central Issues, Solutions Through Democratic Processes -Participating Effectively in a Group -Identifying Problems, Solutions, Predicting Possible Consequences -Setting Goals -Relating Consequences to Choices, Actions -Recognizing Group Interdependence -Identifying Own/Others' Value Positions -Respecting Views of Others -Identifying Ways to Resolve Conflict
Equality TOLERANCE AND DISAGREEMENT ·Tolerance of Difference/Opposition ·Right to Disagree	-Obeying Rules/Laws vs. Civil Disobedience -Expression of Disagreement through Rule/Law Breaking -Expression of Disagreement through Verbal vs. Physical Means -Rules and Procedures for Class, Playground -Legal and Illegal Means of Conflict Resolution -Historic Examples of Civil Disobedience -Boston Tea Party -Respect for Diversity -Cause and Effect	-Categorizing Types of Civil Disobedience -Identifying Disagreements, Problems, Consequences, Solutions -Classifying, Categorizing -Setting Goals -Relating Consequences to Choices, Actions -Recognizing Human/Group Interdependence -Relating Consequences to Choices, Actions -Recognizing Group Interdependence -Identifying Own/Others' Value Positions -Respecting Views of Others -Identifying Ways to Resolve Conflict

GOVERNANCE IS THE PROCESS WE USE TO MANAGE OURSELVES IN A GROUP.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power GOVERNING DOCUMENTS AND FRAMEWORKS Constitution and Bill of Rights Branches of Government	-American, Virginia History -Governmental Structures of Colonies, Early U.S., Cities, Other Nations -International Governance Structures (such as UN, OAS, NATO, World Bank, World Court) -Famous Statesmen and Women -American Presidents -Class Constitutions/Bill of Rights -Three Branches of Government -Voting -How a Bill Becomes Law	-Getting Along Together -Group Participation -Cause and Effect -Making and Honoring Constutions, Contracts -Categorizing, Classifying, Comparing, Sequencing -Identifying Main Idea, Detail
Justice COURT SYSTEMS AND PROCEDURES Criminal Justice Civil Justice	-Cause, Effect, Consequences -Class Rules/Procedures -Need for Specific Rules -Class Constitutions -Class Rules/Procedures/Constitutions as Vehicles for Justice -The Role of Judges, Police in Justice System -Careers in Justice System -Power/Authority in Colonial America, Virginia, and Indian Nations -Sources of Power/Authority at Home, School, Community, State -The Judiciary Branch of Government as Route to Justice	-Collecting Information, Organizing, Categorizing, Comparing, and Recording -Identifying Problems and Central Issues, Main Idea and Detail -Recognizing Human/Group Interdependence -Using Library Resources -Gathering Legal Info. from Photos; Illustrations -Distinguishing Primary and Secondary Sources -Making Inferences from Written and Visual Material -Participating Effectively in Groups -Following Rules and Procedures -Conflict Resolution -Identifying Problems, Solutions, Predicting Consequences -Identifying Fact, Opinion, Causation
Liberty COMMUNITY NEED VS. INDIVIDUAL RIGHTS Democratic Values Majority vs. Minority	-Interdependence of People and Groups -Decision Making in U.S. and Other Cultures -Popular Sovereignty -Diversity of Views, Practices -Rule of Majorities -Minorities' Rights -Need for Rules/Laws in Society -Need for Laws in Colonial Virginia, America -Conflicts Over Slavery -Democracy in Indian Nations, Other Cultures -Immigration in the United States and Changes in Laws in Response -Toleration of Diversity in a Pluralistic Society	-Practicing Following Certain Rules -Assuming Classroom Responsibilities -Setting Goals -Participating Effectively in a Group -Identifying Own/Others' Values -Respecting Others' Views -Decision Making -Recognizing Group Interdependence -Understanding Choices and Consequences -Respecting Diversity -Selecting and Defending Position -Respecting Democratic Process Even When Your View Does Not Prevail
Equality EQUITY IN A PLURALISTIC SOCIETY Equal Career Opportunities for All Representation of Minority Views	-Changing Career Expectations in U.S. -Minority Views That Have Changed the Course of History -Exploring New Lands/Developing New Rules and Laws -Immigration in the United States and Changes in Laws in Response -Decision Making in Indian Nations, Other Cultures -Toleration of Diversity in a Pluralistic Society	-Matching Interests/Skill Strengths With Jobs -Participating Effectively in Groups -Following Rules and Procedures -Identifying Problems, Solutions, Predicting Consequences -Identifying Own/Others' Values -Respecting Others' Views -Selecting and Defending Position -Respecting Democratic Process Even When Your View Does Not Prevail -Recognizing the Interdependence of Groups

MIDDLE SCHOOL FRAMEWORK: SIXTH GRADE - EIGHTH GRADE

RULES AND LAWS EVOLVE AS A SOCIETY ADAPTS TO CHANGE.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power FOUNDATIONS & INTERPRETATIONS ·Role of Democratic Process ·History/Evolution of Law	-Defining Law/Making a Good Law -Purpose of Gov't./Why Society Needs Rules -Relationship of Rules/Laws to Home, School -Supporting Laws, Legal Decisions -Early Civilizations & Beginning of Law-Making -Traditions of Government that Settlers Brought With Them -Magna Charta, English Bill of Rights, Mayflower Compact, Articles of Confederation, Iroquois Confederacy, and Other Foundations for the U.S. Constitution -Federalist/Anti-Federalist Perspectives -Primary and Secondary Documents -Major Legal Conflicts in Historic Periods -Legal Conflicts Resolution Throughout History -Slavery/Civil War/Reconstruction -Industrial Revolution, Immigrants, Inventions -History and Development of Local Gov't. -Current Arrest and Trial Procedures and Their Historic Development	-Making Effective Class Constitutions -Participating Effectively in Groups -Following Directions -Using Library Resources -Studying, Graphing, Comparing, Interpreting Types of Legislation -Finding Newspaper Examples of Law -Writing Paragraphs, Letters -Reading/Interpreting Historic Information -Selecting, Defending Historic Political Positions -Letter Writing in Historic Vernacular -Categorizing, Comparing, Graphing, Interpreting, Analyzing Data -Making/Interpreting Maps and Timelines -Distinguishing Between Primary and Secondary Documents -Collecting, Organizing, Reporting Facts in Research Paper -Comparing and Contrasting
Justice FAIRNESS & JUSTICE ·Civil Rights ·Ethical Behavior	-Conflict Resolution -Conceptions of Fairness and Justice in Different Historic Periods and Cultures -The Evolution of Civil Rights in History -Fairness in Distribution, Correction, and Procedure -Changes in Justice Systems Over Time -Ethical Behavior in Different Cultures -Substance Abuse Prevention	-Identifying and Charting Conflicts, Causes, and Solutions in Homes, Schools, Communities, State, Nation, World -Making Effective Class Constitutions -Participating Effectively in Groups -Following Directions -Making Appropriate Decisions in Peer Pressure Situations -Sequencing, Time Lines -Collecting, Organizing, Analyzing, Interpreting Data -Comparing and Contrasting
Liberty COMPARATIVE RULES AND LAWS ·Common/Statutory/Case Law	-Where Different Types of Law Are Addressed in State and Federal Constitutions and Legislation -Conflict Resolution in Common/Statutory/Case Law -Common/Statutory/Case Law in Different Forms of Government (Democracy, Monarchy, Dictatorship, etc.)	-Comparing and Contrasting -Making/Interpreting Charts, Graphs -Identifying Information Expressed in Graphic Data -Analyzing Legal Problems/Solutions -Paragraph Writing -Library Research
Equality DYNAMICS OF RULES AND LAWS ·Dissent ·Civil Disobedience ·Emerging/Future Legal Issues	-Secession/Civil War -Abolition, Temperance, Women's Rights -Slavery and Events Leading to Civil War -Jim Crow, Dred Scott, Plessy v. Ferguson -Changing (Immigrant) Population and the Industrial Revolution -Legal Solutions for Civil/International Conflicts Around the World -Future Legal Conflicts in Newly Emerging Democratic Confederations of Nations	-Selecting and Defending Position -Respecting Diversity and Minority Views -Identifying Ways to Resolve Conflict -Making and Defending Legal Solutions -Making Predictions of Emerging and Future World Problems and Legal Solutions -Using Maps to Locate World Environmental Problems Needing International Legal Solutions

WITH THE RIGHTS OF CITIZENSHIP COME RESPONSIBILITIES.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power EXPRESSION & PARTICIPATION Citizenship Responsibilities Civil Liberties	-Equal Protection in the Bill of Rights -Respecting Diversity -Juvenile and Student Privacy Rights -Class Constitutions, Rules and Procedures -The Meaning and Duties of American Citizenship -Tax Rates in Various States and Nations -Voting Rates by Age, State, Nation -Role of Cooperation in Leadership -Role of Group Dynamics in Getting Job Done -Great American and Other Leaders and Their Styles of Leadership	-Identifying Ways to Resolve Conflict -Selecting and Defending Positions -Respecting Diverse/Minority Viewpoints, Races, Religions, Cultures -Participating Effectively in Groups -Respecting the Democratic Process When Your View Does Not Prevail -Researching/Charting/Comparing -Analyzing/Synthesizing Info., Making Inferences/Predictions Based on Investigation, Drawing Conclusions -Distinguishing Between Fact/Opinion, Main Idea/Detail, Cause/Effect -Understanding Bias/Propaganda in News -Using Data from Opinion Polls -Using Reliable Sources/Making Informed Choices -Writing Letters to Express Opinions -Making Consumer Decisions Based on Economic Information
Justice RESOLUTION OF CONFLICT Compromise	-Alternatives in Conflict Resolution -Role of Cooperation in Leadership -Role of Group Dynamics in Getting Job Done	-Identifying Ways to Resolve Conflict -Participating Effectively in a Group -Making Decisions -Identifying, Making Appropriate Choices in Conflict Resolution
Liberty INDIVIDUAL RIGHTS Human Rights Due Process Civil Liberties	-Group Rules, Procedures, Class Constitutions -Student Rights, Responsibilities vs. Adult/Worker Rights, Responsibilities -Juvenile and Student Privacy Rights -Due Process/Equal Protection in Bill of Rights -Search and Seizure, 4th Amendment -Federal Courts, Supreme Court as Final Interpreters of American Citizens' Rights -Conflicts Between Fundamental Rights -Government Interest vs. Individual Rights -Civil/Criminal Law in Bill of Rights -Abolition, Temperance, Women's Rights -Slavery and Events Leading to Civil War -Jim Crow, Dred Scott, Plessy v. Ferguson, -Changing (Immigrant) Population and the Industrial Revolution -Human Rights Convention -Labor Rights in Different Nations, Cultures	-Identifying Ways to Resolve Conflict -Selecting and Defending Positions -Respecting Diverse and Minority Viewpoints, Races, Religions, Cultures -Comparing and Contrasting -Researching, Collecting, Organizing, Analyzing, Reporting Data -Reading and Interpreting Charts, Graphs -Using Library Resources -Respecting Diversity
Equality TOLERANCE AND DISAGREEMENT Tolerance of Difference/Opposition Conflict Resolution	-Secession/Civil War -Civil Disobedience in American History -Alternatives in Conflict Resolution -Plurality in the United States -Definition of Majority -Majority Rule vs. Minority Rights -Bill of Rights as Protector of Minority Views	-Participating Effectively in Groups -Respecting the Democratic Process When Your View Does Not Prevail -Selecting and Defending Position -Respecting Diverse and Minority Views -Making Decisions -Identifying, Making Appropriate Choices in Conflict Resolution

GOVERNANCE IS THE PROCESS WE USE TO MANAGE OURSELVES IN A GROUP.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power GOVERNING DOCUMENTS AND FRAMEWORKS Constitutional Principles Philosophy of Governance	-Purpose of Government; Need for Rules -Greek City-States Governments/Roman Empire and Republics -Nation States and Governance in Middle Ages, Renaissance -Town Meetings, Virginia House of Burgesses -Development of Governing Structures in Early American Settlements -Leaders of American Revolution, New U.S. Government -Evolution of Presidency, U.S. Supreme Court -Balance of Power Between Govt. Branches -President Jackson, Worcester v. Georgia, and Supreme Court -Evolution of Democratic Values in Early U.S. History -Structure of Local Governments -Federalism in U.S., European Community, Commonwealth of Independent States -Governance and Documents in Other Nations	-Paragraph Writing -Comparing and Contrasting -Relating Geography to Philosophy of Governance -Recognizing the Structure and Function of Virginia Government's Three Branches -Understanding Purposes and Organization of Federal Government Through the Constitution
Justice COURT SYSTEMS AND PROCEDURES Due Process Order Conflict Resolution	-Need for Laws, Effect of Law Breaking -Civil and Criminal Law in Bill of Rights -Different Types of Crimes -Structure of Federal Court System; Supreme Court as Final Interpreter of American Rights -Current Arrest and Trial Procedures and Their Historical Development -Punishment vs. Rehabilitation -Students' Rights and Responsibilities in Civil and Criminal Justice Systems -Alternative Dispute Resolution in Courts	-Using Library References and Resources -Making/Interpreting Court Charts and Graphs -Comparing Corrections in 19th and 20th Century U.S. -Comparing Adult/Juvenile Justice Systems -Comparing Numbers, Types of Cases in Different State Circuits -Drawing Conclusions, Making Inferences and Predictions Based on Data -Paragraph Writing
Liberty COMMUNITY NEED VS INDIVIDUAL RIGHTS Privacy Property Majority vs. Minority	-Authority, Power, and Liberty in the U.S. Constitution, Other Constitutions -Popular Sovereignty -Balance of Power Between Gov't. Branches -Due Process/Equal Protection in Bill of Rights -Search and Seizure, 4th Amendment -Conflicts Between Fundamental Rights -Definition of Majority	-Comparing and Contrasting -Selecting a Position and Defending It -Paragraph Writing -Debating -Identifying Ways to Resolve Conflicts -Identifying Ways to Solve Conflicts -Participating Effectively in Groups
Equality EQUITY IN A PLURALISTIC SOCIETY Representation of Minority Views Authority Liberty	-Authority, Power, and Liberty in the U.S. Constitution, Other Constitutions -Leadership Use/Abuse of Authority -Conflicts Between Fundamental Rights -Plurality in the United States -Definition of Majority -Bill of Rights as Protector of Minority Views -Role of Cooperation in Leadership -Role of Group Dynamics in Getting Job Done	-Comparing and Contrasting -Selecting a Position and Defending It -Paragraph Writing -Debating -Identifying Ways to Resolve Conflicts -Identifying Ways to Solve Conflicts -Participating Effectively in Groups -Using Persuasion Effectively -Respecting Diversity

HIGH SCHOOL FRAMEWORK: NINTH GRADE - TWELFTH GRADE

RULES AND LAWS EVOLVE AS A SOCIETY ADAPTS TO CHANGE.

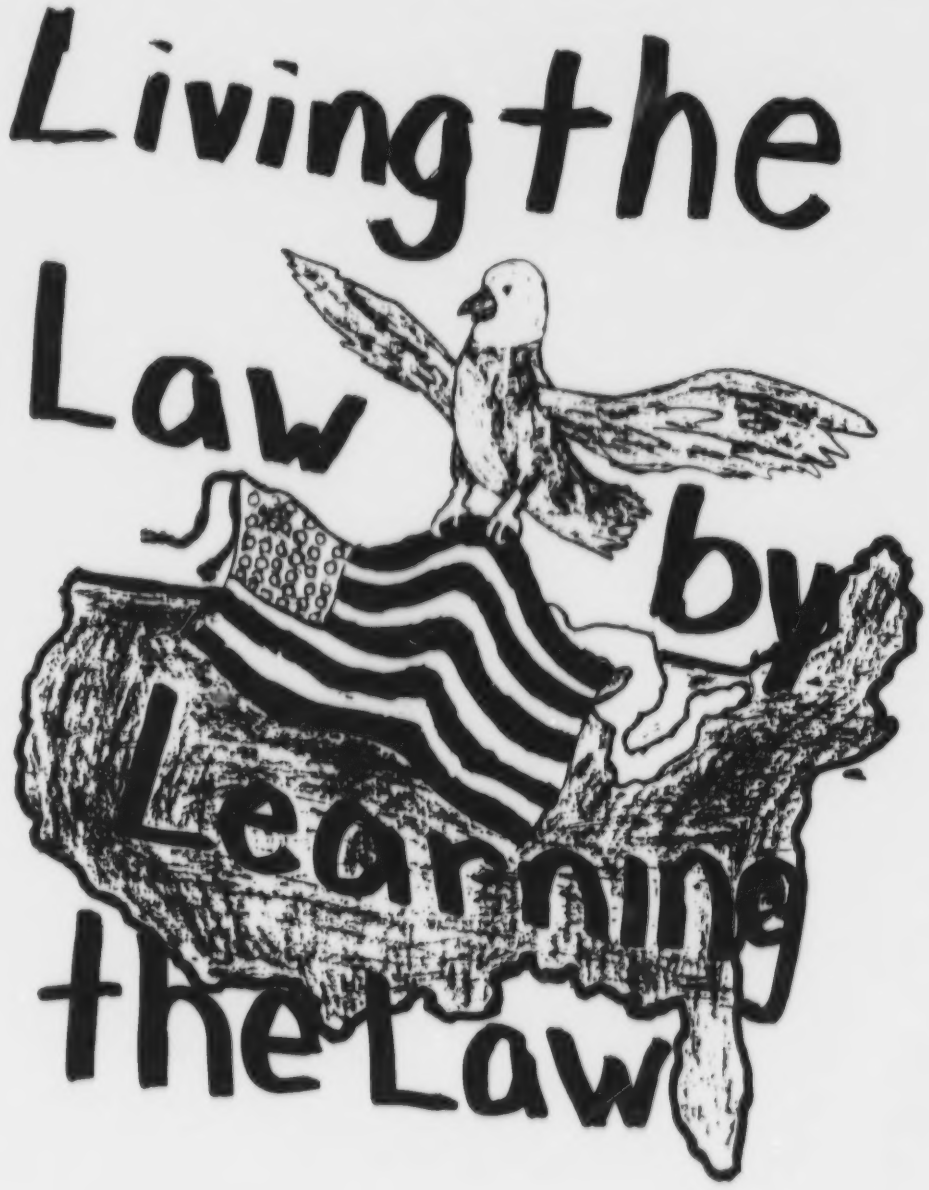
KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	SKILL APPLICATIONS
Power FOUNDATIONS & INTERPRETATIONS ·Types of Law ·Morals/Ethics/Philosophy of Law ·History/Evolution of Law	-Defining Law, Making a Good Law -Sociological Definition of Government -Admiralty, Business, Civil, Constitutional, Consumer, Criminal, Environmental, Juvenile, Family, International, Landlord/Tenant, School, Sports, Tort Law -Students' Rights and Responsibilities -Industrial Revolution, Inventions, and Patents -Labor Laws/Unions and Economic Influence -Anti-Trust, Unemployment Legislation -Monetary Policy, Federal Reserve, Credit -Enlightment Philosophers; Natural Rights, Separation of Power, Religious Freedom; Decl. of Indep. as Natural Rts. Statement -19th Century Economics Philosophy and Influence on Legislation -Communism, Facism, Totalitarianism -Wise Use/Abuse of Power, Authority; Corruption	-Using Primary/Secondary Sources -Research Legal Changes and Reasons -Understanding Deficits, Debts, Interest Rates, Legislation to Balance Budgets -Comparing and Contrasting -Selecting a Position and Defending It -Identifying Key Concepts, Aspects, Issues Related to a Legal Issue -Writing Essays, Letters, Research Papers -Oral Arguments, Debating, and Other Presentations -Interpreting, Applying, Transferring, Generalizing Legal Principles to Hypothetical and Real Situations -Case Studies and Analysis -Conducting Surveys -Interviewing and Reporting
Justice FAIRNESS & JUSTICE ·Contracts ·Civil Rights ·Distributive/Corrective/ Procedural	-Evolution of Fairness in Justice Procedures -Contracts, Torts, Negligence, and the Evolution of Tort Law in the U.S. -Punishment, Correction, and Fair Distribution of Resources in Judicial Decisions	-Identifying Key Issues, Problems, Solutions, and Consequences -Applying the Elements of Tort Law to Hypothetical and Real Life Cases -Taking and Defending a Position -Arguing Effectively for Both Sides
Liberty COMPARATIVE RULES AND LAWS ·Common/Statutory/Case Law ·Social/Political Group Variance ·International Law	-Influence of Medieval Europe's Roman Catholic Church on Laws and Governance -Clash between Native American Values/Laws/ Governance and that of European Colonizers -19th and 20th Century Political Corruption -Goegraphy's Influence on Changes in Governments, International Understandings -War Treaties and Their Influence on Governance and International Understandings -Domestic/World Trade and Relevant Laws -Role of Executive Branch in Foreign Policy	-Comparing Values, Law in Constitutions -Comparing U.S. Laws, International Children's Convention -Comparing International/National Laws on Human Rights, Environment, etc. -Relating Current Events to World -Comparing State, Federal Constitutions to Magna Charta, Mayflower Compact, VA Declaration of Rights, Other Documents -Comparing Federalist/Anti-Federalist Views -Comparing Constitution & Court Opinions on Slavery, Discrimination, Indian Nations
Equality DYNAMICS OF RULES AND LAWS ·Dissent ·Civil Disobedience ·Emerging/Future Legal Issues	-Class and School Rules, Constitutions -Article V, Amendments, & Change -Slavery/Abolition/Civil War/Reconstruction -Industrial Revolution and Changes in Law -Women's Suffrage/Women's Movements -Temperance Movement, Prohibition & Repeal -Civil Rights Movement/Brown v. Board of Education/Voting Rights/Riots/Great Society -Martin Luther King, Jr. and Malcolm X -Civil Rights/War/Arms Race/Abortion Protests -Political Corruption, Reform in U.S. History -Reaganomics/Racial Unrest of 1990's/Equity -Student Rights; Goss and Gideon Cases -Medical, Technological Advances & the Law	-Understanding Need for Rules and Laws -Identifying Choices, Consequences in Conflict and Peer Pressure Situations -Taking a Position and Defending It -Effectively Advocating for Rule/Law Changes; Lobbying; Petitioning -Differentiating Between Points of View -Understanding Alternative Dispute Resolution -Expressing Discontent in Appropriate Ways -Defending the Minority Viewpoint -Collecting Data, Surveying, Writing Editorials -Researching Different Legal Viewpoints -Predicting Future Technological, Geo-political, Legal Issues and Possible Solutions

WITH THE RIGHTS OF CITIZENSHIP COME RESPONSIBILITIES.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power EXPRESSION & PARTICIPATION ·Voting ·Citizenship Responsibilities ·Civic Service	-Jury Service -Community Needs and Possible Solutions -Student Rights/Responsibilities -Tax Dollars and Fed'l./State/Local Spending -IRS/Tax Returns/Completing Tax Returns -Popular Sovereignty -14th, 15th, 19th Amendments/Women's Suffrage/Indian Voting Rights Legislation -Voter Registration, Voting, Electoral College	-Using, Differentiating Between Primary/ Secondary Sources -Differentiating Between Points of View -Comparing Data, Graphs on Fecefal, State, Local Spending, Taxes -Computing Taxes -Surveying Public -Getting Legislation Passed -Comparing Voting/Ballots in States/Nations -Electoral College and Mapping
Justice RESOLUTION OF CONFLICT ·Global Conflict ·Community Conflict ·Individual Conflict	-Drugs, Crime, and Schools -International Drug Trade -Role of Attorney, Police, Judge, Paralegal, Other Community Legal Resource People -Justice and Correctional System Facilities -FBI, CIA, National Security Advisor, NATO Security Council, Offices of Attorneys General & Commonwealth/District Attorneys -World Court, United Nations, Policing the World	-Interviewing and Reporting -Understanding Procedures in Courts, Jails, Law Offices, Police Departments, Local Juvenile Detention Centers -Identifying Local Community Needs
Liberty INDIVIDUAL RIGHTS ·Human Rights ·Case Law ·Constitution & Bill of Rights	-Censorship in U.S. and Other Nations -International Children's Convention -International Human Rights Convention -Constitutional Convention and Ratification -Judicial Review/Marbury v. Madison -Slavery/Abolition/Civil War/Reconstruction -13th/14th/15th Amendments/Civil Rights Movement of 1950's and 60's -Westward Expansion, Trail of Tears -Women's Suffrage/Women's Movements/ERA -Landmark Decisions of the Warren Court -Key Cases on Voting Rights, Discrimination, Indian Nations, Women, Immigrants, Disabled -Anti-Foreigner/Union/Socialist Sentiment -T. Roosevelt's Latin American Policy -Nazism/McCarthyism/KKK/Hate Groups -4th Amendment; Search and Seizure; Exclusionary Rule, Exceptions; Drug Testing	-Differentiating Between Points of View -Comparing and Contrasting -Using Primary and Secondary Source Documents to Compare Legal Rights of States/Nations -Taking and Defending a Position
Equality TOLERANCE AND DISAGREEMENT ·Tolerance of Difference/Opposition ·Conflict Resolution	-Racism/Riots/Great Society Legislation -Civil Rights Demonstrations/Voting Rights -Philosophies: M. L. King, Jr. vs. Malcolm X -Reaganomics/Racial Unrest of 1990's/Equity -Suffrage/Women's Rights -Protests Related to Abortion, Viet Nam War -Student Rights/Responsibilities -Goss v. Lopez; Gideon v. Wainwright	-Identifying, Defending Own View -Differentiating Between Points of View -Using Alternative Dispute Resolution and Mediation -Respecting Diverse Views, Cultures -Defending Opposing Side, Minority View -Respecting the Democratic Process When Your View Does Not Prevail

GOVERNANCE IS THE PROCESS WE USE TO MANAGE OURSELVES IN A GROUP.

KEY LRE CONCEPTS	POSSIBLE CONTENT APPLICATIONS	POSSIBLE SKILL APPLICATIONS
Power GOVERNING DOCUMENTS AND FRAMEWORKS Constitutional Principles Majority vs. Minority	-Executive/Legislative/Judicial Authority -Pure Democracy vs. Republics -Unitary/Confederate/Federal Governments -The Sociological Definition of Government -Constitutional Convention, Ratification -Federalist, Anti-Federalist Arguments -Balance of Power, Checks and Balances -States Rights -Property and Privacy -Loose vs. Strict Construction; Judicial Review; Marbury v. Madison -Slavery, Slave Trade in the Constitution -Structure of Constitution and Its Amendments -Popular Sovereignty, Mock Elections -16th Amendment, Taxation, Financing Gov't. -How a Bill Becomes Law (Federal and State)	-Differentiating Between Points of View -Distinguishing Between Primary and Secondary Sources -Comparing/Contrasting Articles of Confederation and U.S. Constitution -Comparing/Contrasting Major Governance Structures in World -Reading, Summarizing Cases, Case Studies -Identifying Main Idea/Supporting Detail, Fact/Opinion -Inferring, Analyzing, Drawing Conclusions -Writing Essays, Research Papers -Respecting Diverse Views, Cultures -Respecting Democratic Process When Your View Does Not Prevail
Justice COURT SYSTEMS AND PROCEDURES Court System Structures Procedures Obeying, Enforcing Law	-Judicial Review/Marbury v. Madison -Foreign Policy from Monroe to Present -Admiralty Law, Treaties -19th Century Political Corruption; Progressive Movement; Political Reform -Civil Disobedience -Watergate -Student Rights and Responsibilities -Judiciary Act of 1789 -Federal Court System & Role in U.S. Society -Types of Jurisdictional Authority -Internat'l Conflict Resolution: UN, World Bank World Court, European Community, Commonwealth of Indep. States, NATO, OAS -Interdependence of Nations	-Differentiating Between Points of View -Distinguishing Between Primary and Secondary Sources -Comparing Major Justice Systems in World -Reading, Summarizing Cases, Case Studies -Identifying Main Idea/Supporting Detail, Fact/Opinion -Selecting, Defending Position -Inferring, Analyzing, Drawing Conclusions -Respecting Diverse Views, Cultures -Respecting Democratic Process When Your View Does Not Prevail
Liberty COMMUNITY NEED VS. INDIVIDUAL RIGHTS Conflicting Community Needs/Rights	-European/American Empires/Colonial Rule/Governance -Governance/Justice in Indian Nations -Influence of Various World Geographical Conditions on Changes in Government -Role/Relative Jurisdiction of U.S. Local/State/Federal Governments	-Participating Effectively in Groups -Differentiating Between Points of View -Distinguishing Primary, Secondary Sources -Researching Attitudes, Charting, Graphing -Analyzing/Interpreting/Evaluating Current Events, Editorials, Speeches -Recognizing Bias in Editorials/Cartoons -Applying Geographical Considerations to Governance Issues -Selecting, Defending Position -Respecting Diverse Views, Cultures -Respecting Democratic Process When Your View Does Not Prevail
Equality EQUITY IN A PLURALISTIC SOCIETY Authority Liberty	-Authority in Medieval England -Authority/Medieval Roman Catholic Church/Reformation -Authoritarian vs. Totalitarian -Dictatorial, Parliamentary, Monarchical, Presidential Leadership -Role of Executive Branch in U.S. Society -Defining Cultures as Including Governance, Judicial/Legal Procedures/Sanctions	-Differentiating Between Points of View -Distinguishing Between Primary, Secondary Sources -Selecting, Defending Position -Respecting Diverse Views, Cultures -Respecting Democratic Process When Your View Does Not Prevail



Artwork by Casey Hale, J. Murray Jeffress Elementary School, Charlotte Court House, Virginia

STANDARD LAW-RELATED EDUCATION STRATEGIES

Following are several commonly-used generic law-related education strategies, which can be utilized in diverse contexts and with varied content.

Case Study: *[See case study form at end of Section II]*
Teacher and students read or review a story line in which the actions raise a legal issue, such as Goldilocks illegally entered the Bears private residence and consumed or destroyed their property. Trade books, fairy tales, novels, current events, or actual legal cases are all good potential sources. Students brainstorm the pertinent facts (vs. opinions, explanations, arguments, or issues) in the story or case. Students identify the major legal issue(s) in the case. Students brainstorm possible arguments for both sides and decide how they'd rule. If this was an actual case, teacher tells students how the court ruled. *Note: This activity can be done completely as a full group or in a combination of full group, small cooperative groups, pair/shares, or individuals.*

Debrief:
Once an LRE activity is completed, teacher and students engage in an open-ended discussion of knowledge and understanding gained, aspects of the procedure that were particularly difficult or successful, reactions to the activity, and other relevant issues that may have come up. *Note that teachers are encouraged to always debrief an LRE activity as this helps students recognize, understand, and further apply the process and content.*

"Eraser" Game:
Teacher arranges students into two or more relay teams lined up and facing front. Teacher gives chalk board eraser to first person in each line. Teacher tells students that on the "go" signal students will race to be the first group to pass the eraser all the way to the end of the line and back to the front again. As students start passing back, teacher interrupts them to add a new physical task (such as standing on one foot, making circle with arm, closing eyes) which must be performed while passing back the eraser. As students begin again, teacher interrupts again with yet another physical task. The process is repeated three or four times or more if necessary. When students begin to complain about the situation, teacher asks them to be seated and questions what made them so frustrated. Teacher leads students in full group brainstorm on the characteristics of a good rule (clear and understandable, fair, worthwhile, consistent, able to be followed, able to be changed, and enforceable).

Mock Trial:
After examining the facts, issues, and possible arguments in a case, students divide into three teams, one each for the plaintiff or prosecution, the defense, and the jury. The plaintiff/prosecution and defense teams select 2-3 students to play the roles of lawyers for their side and 2-3 students to play witnesses. Both teams inform the other side who will be their witnesses, and both teams prepare the opening statements, direct examinations, witness testimonies, and evidence to be presented. Resource attorney -if available - offers simple explanations of trial procedures. Teacher or resource attorney meets with student jury members to explain the role of juries and the process they will follow. When all teams are ready, trial begins with teacher or attorney serving as judge. Beginning with plaintiff/prosecution, both sides give opening statement, present direct examinations of witnesses, and redirect questions to witnesses after other side has cross-examined. After the defense has completed presenting its side of case, defense team delivers closing argument followed by plaintiff's/prosecution's closing argument. Jury members receive brief instructions from judge and deliberate on the case. Teacher may choose to have rest of class observe deliberations or to keep them private. Decision is announced by jury foreperson. *Note: Scripted and non-scripted trial materials are available from law-related education publishers and the Virginia Institute for Law and Citizenship Studies.*

No Vehicles in the Park: *[See scenario description at end of Section II]*
In small cooperative groups, students simulate the process of local city council members deciding what exceptions to make to their new law, which says there will be no vehicles in the park. *Note: This is a basic strategy that can be adapted to a variety of issues (e.g. "No Weapons In The School").*

Partnerships with Legal Resource People
Lawyers, judges, police officers, elected officials, probation officers, law students and other legal professionals can serve as classroom resource people who assist with presenting and/or explaining legal materials and

procedures. Partnerships can be as minimal as once yearly visits or as extensive as regular visits and mentoring from lawyers, law firms, law students, or police officers.

Pro Se or Small Claims Court: *[See scenario descriptions at end of Section II]*
A smaller mock trial in which students work in triads playing roles of plaintiff, defendant, and judge as they resolve small civil disputes. After reading the scenario, plaintiff briefly explains to judge what has happened and what relief is being sought. Defendant then does the same. Judge asks clarifying questions and gives decision. Teacher asks all groups' judges to share their decisions and reasons with class. Teacher debriefs the process with students. Process repeats three times with three different scenarios, each student rotating into a different role.

Role Play:
Students act out loosely defined roles of individuals in law-related scenarios, such as contract negotiations, consumer fraud, police arrests, and conflict resolution. Roles and action to take place may be designed by teachers, students, or obtained from LRE resource materials. The scene is not scripted, however, and students must improvise instead.

Simulations:
Students play roles in a specialized law-related procedure, such as constitutional conventions, legislative body hearing, mock trials, and mock arbitrations.

Take A Stand or Vote With Your Feet:
Teacher presents a weighted statement (on a current issue or on an issue related to students' studies or interests). Students move to stand in front of the sign (agree, undecided, disagree) which represents their views on the statement. Teacher explains that as they proceed, students are allowed to change their minds and move quietly to the appropriate side. (At some point the teacher may want to ask them why they've changed their minds.) Teacher instructs students not to interrupt others or make disparaging comments or actions with regard to a particular individual's perspective. Teacher goes back and forth between the "agrees" and "disagrees" asking for one volunteer to share a reason for their beliefs or a response to the previous speaker's statement. Teacher then moves to the undecided group and asks why they are undecided. If appropriate, teacher modifies the statement to reflect issues raised by students. Students take a new stand and debate as before. Students return to seats and debrief the activity with teacher. *Note: This activity could be used to introduce a lesson, focus a debate, generate ideas for a position paper, formulate opinions, or culminate an activity.*

Tap Dancer:
In this conflict resolution activity, students are arranged in groups of three and play the roles of Harry, Bill, and a mediator trying to resolve the conflict existing between these two former friends. Harry, who has decided to become a tap dancer, frequently practices at night in his apartment, which is immediately above Bill's apartment. Both are angry but desire to resolve the problem so they are willing to have their conflict mediated.

Visitor From Outer Space: *[See scenario description at end of Section II]*
After reading about aliens taking over the country and its airwaves, students must rank order ten constitutional rights and/or select the five rights they will keep and the five they will give up. Students then work in small cooperative groups to negotiate a group selection of the five rights they will keep. Group reporters share each group's selection. Teacher may also tally group votes for each right on chalk board to see if there is agreement on the five to keep. For those on which there is significant disagreement, students discuss, negotiate, and try to persuade each other before taking a full class vote. *Note: This activity is suggested as a follow-up to study of the Bill of Rights or for older students who have studied the U.S. Constitution earlier in their student careers.*

You Be the Judge or Using Hypotheticals:
Students read brief descriptions of hypothetical situations containing a legal conflict or controversy. In small cooperative groups, pairs, or individually they decide what should be done and why. *Note: This type of activity is usually used to apply information which has been presented to the students on the legal issue in question. It can, however, be used to introduce a topic as well. Volunteer legal professionals can be effective resources to students by explaining how courts and other legal institutions might handle the situation.*

CASE STUDY

YOUR NAME: **CASE NAME & CITATION:**

FACTS:

ISSUES:

ARGUMENTS:

YOUR DECISION:

COURT'S DECISION:

SMALL CLAIMS COURT SCENARIOS*

The Babysitter

The Plaintiff made an agreement with the Defendant to babysit for her children. The Defendant has two children, and the Plaintiff normally charges $2.00 an hour to babysit. When the Plaintiff arrived at the Defendant's house to babysit, there was a third child -a cousin - present. Nothing was said about an increased rate, but the Plaintiff demanded $3.00 an hour when the Defendant returned home two hours later. The Plaintiff claimed that the rate was $1.00 per child. The Defendant refused to pay the additional $1.00 per hour. The Plaintiff sued.

The Broken Bicycle

The Plaintiff's 3-speed bicycle gears didn't shift properly and the bike was taken into a shop for repairs. The Plaintiff told the Defendant, the person doing the repairs, to fix the gears as well as possible but not to do anything that cost more than $25.00. When the Plaintiff returned for the bicycle, the shop had installed brand new gears and had sold the broken gear shift to a bicycle used parts company. The bill for the repairs was for $50.00. The Plaintiff would only pay $25.00 since that was the top limit indicated when the bicycle had been brought in. The Defendant refused to give the Plaintiff the bicycle until $50.00 was paid. The Plaintiff sued.

The Snow Shovelling Job

The Plaintiff was an experienced snow shoveller who agreed to shovel the Defendant's walk for $10.00. When the Plaintiff said the job was done and asked for the $10.00, the Defendant inspected the sidewalk, noticed snow left around the edges, and would only pay $7.00 for the job. The Plaintiff offered to shovel up the rest of the snow, but the Defendant refused saying, "I'll do it myself." the Plaintiff sued for the remaining $3.00.

The Borrowed Bicycle

The Plaintiff had a new bicycle. It had been paid for with the Plaintiff's savings. The Defendant - Plaintiff's best friend - asked to borrow the bike. When the Defendant returned the bike, one of the fenders was dented. The angry Plaintiff demanded $10.00 for the damage. The defendant refused saying the dent could have happened just as easily when the Plaintiff was riding the bicycle. The Plaintiff sued.

The Jilted Fiancee (as told by Sonia DeCencio)

The Plaintiff and Defendant were engaged to be married. The Plaintiff bought a suit for the Defendant and had the store send it out to be altered. Two days later the Defendant broke off the engagement. When the Plaintiff went to the store to get the suit, she found that the Defendant had already picked it up. She demanded he pay her the $250 for the suit. He refused and she sued.

* The first two scenarios are adapted from: Supreme Court of Virginia (1982); The judicial system: Journey to justice, grades 5-6; pp. 50-53; the second two scenarios are adapted from: Gallagher, A.; Living together under the law; Albany: New York State Bar Association; pp. 49.

NO VEHICLES IN THE PARK

In the city of Beautifica there is a lovely large park. The city council created the park for citizens. In the park there are large grassy areas, trees, flowers, playgrounds, and picnic areas. Children and their families can go there to relax and enjoy nature and the quiet. There are several roads that run through the park. The city council has ordered that a sign be posted at every entrance that says:

NO VEHICLES IN THE PARK

Several people in the community have brought questions to the city council about the meaning of the law. The city council must think about their law and answer each citizen's question.

1. Some of the children who visit the park like to ride their bicycles there. Can they do that?

2. There are many trash barrels in the park so people may deposit their litter there. The sanitation department wants to take their trucks into the park to collect the trash.

3. If a city ambulance was carrying a dying person to the hospital, could it go though the park to save time?

4. Mr. Thomas wants to know if he can take his baby to the park in her baby carriage.

5. Jessica Smith lives on one side of town and works on the other side. It would save ten minutes if he drives through the park. Can he use the park roads to go to and from work?

6. Several citizens in Beautifica make a living by driving people around the scenic spots in the city in an old-fashioned horse and buggy. Can they drive these people through the park?

7. The police chief wants to know if police cars could cut through the park if they are chasing dangerous criminals.

8. The War Veterans Committee wants to know if they can place a tank in the park. The tank would be part of a monument to citizens who have died in wars.

9. The Association to Celebrate Southeast Asian Cultures has an annual festival and parade in the park, which includes hand made floats on wheels. The floats are an important part of the festival and parade. Will they be allowed?

10. Should an exception be made for Gerry Gaston who uses a wheelchair?

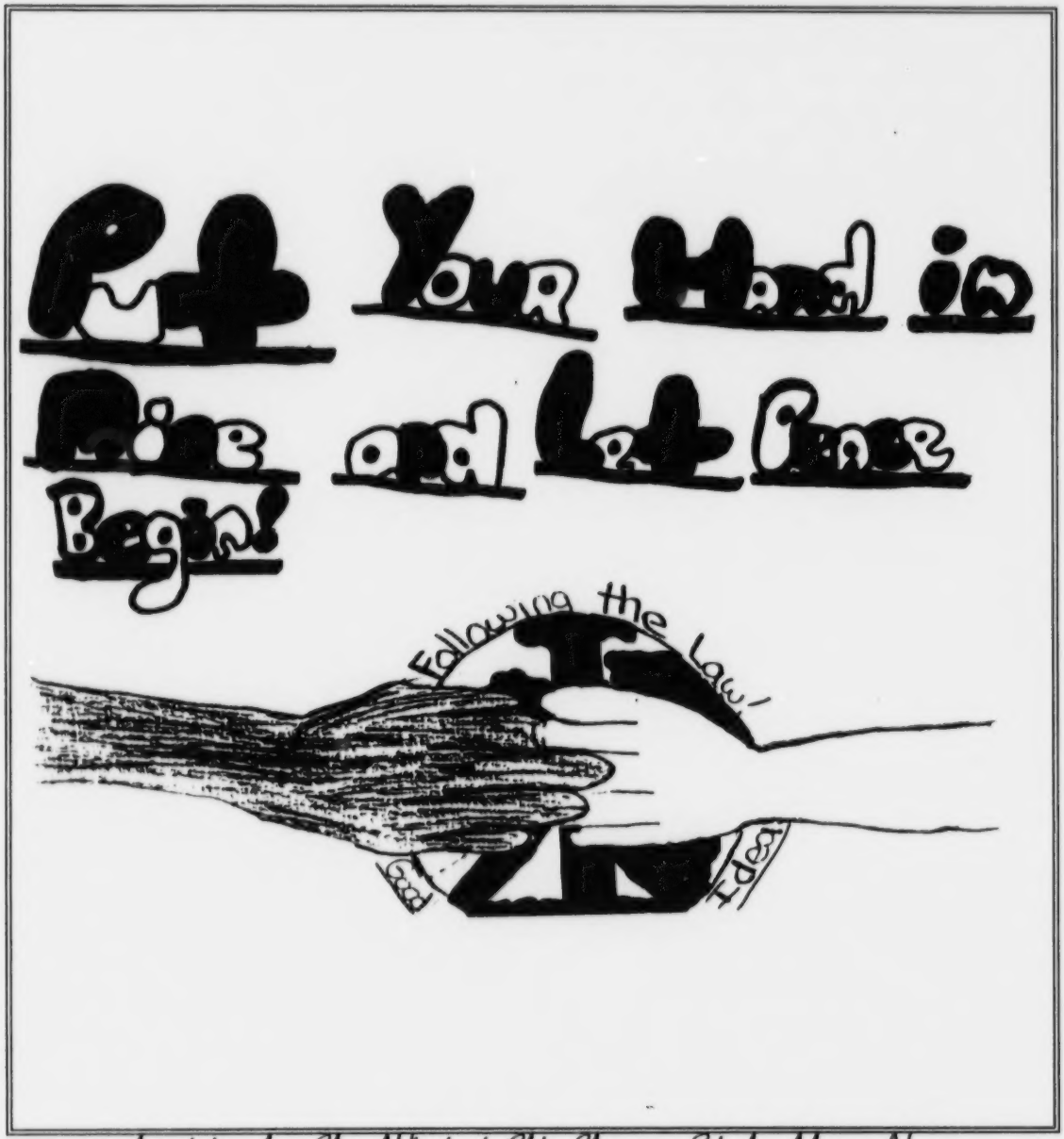
A VISITOR FROM OUTER SPACE

It is the year 2099, and you are living a quiet, prosperous life here in Virginia. You are quietly watching television with your family when a special news bulletin comes over the TV station. You immediately see that this is not the normal type of news bulletin because there is what looks like a very strange creature on the screen -- the only thing which is familiar is that he is speaking in English. He tells you that he and his people have gained control over all of the communications networks in the United States and that everyone had better pay attention to what he has to say. You change the channel -- and just as he said -- there he is on every station. He begins to speak very loudly and you gather your family around because you are beginning to worry about what he is going to do. His speech is as follows:

"My name is STHGIR and I am from the planet NOITUTITSNOC in another galaxy where the inhabitants are far superior to the beings on this planet EARTH. Just as we have gained control over the communications of the United States, we have the ability to take complete control over every one of your lives. We do not want a war between our planet and yours, but we do want to control some things so that we can live in peace and harmony with you. We have looked at some of your laws and the way your government operates and have found it to give too much freedom to the individual. Therefore, we are going to conduct a survey to try and arrive at a decision in which both you and I are happy. As I have said, I do not want to take everything away from you -- but I can't allow you to continue to live in the past. Therefore, I am giving you a list of ten of the rights which you now have according to your Constitution. You are to look over the list and decide which of the ten are most important to you. I will allow you to keep FIVE of the ten rights -- the five which get the most votes from all the citizens of the United States. You are to rank the following rights in the order in which you would give them up with 1 being the one you would give up last and 10 being the one you would give up first. After you have completed your ranking, you will receive further instructions."

_____ Right to bear arms
_____ Right of freedom of speech
_____ Right to legal counsel
_____ Right to protection from cruel and unusual punishment
_____ Right of freedom of the press
_____ Right to a jury trial
_____ Right of freedom of religion
_____ Right to peacefully assemble
_____ Right to protection from self-incrimination
_____ Right to privacy

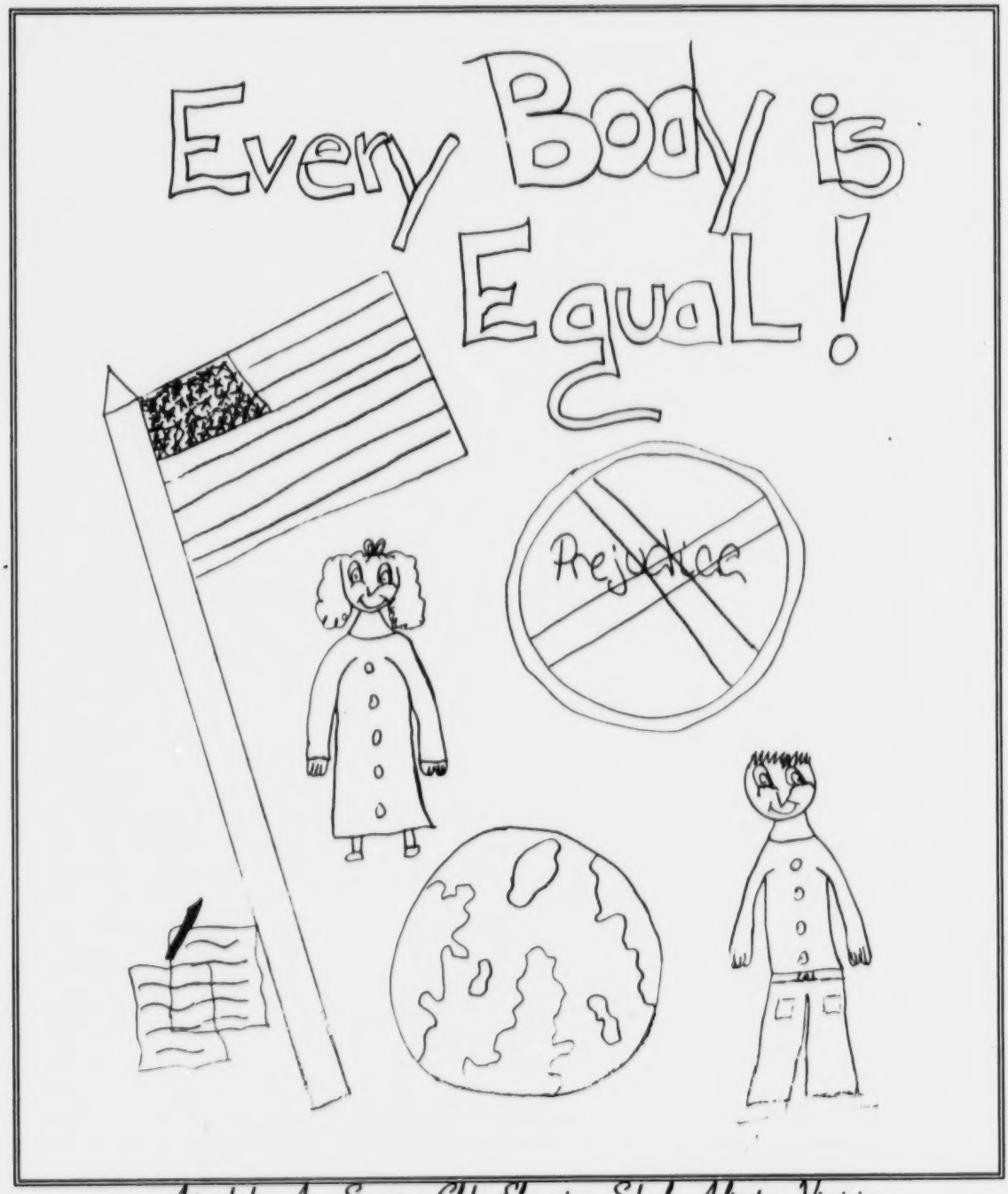
SECTION III



Artwork by Anna-Claire Whitehead, Glebe Elementary School, Arlington, Virginia

MODEL PROGRAMS OF STUDY

PRE-SCHOOL



Artwork by Ana Sequeira, Glebe Elementary School, Arlington, Virginia

INTRODUCTION
Joanne R. Funk

The young child, ages 2 to 5, becomes acquainted with the world first through the mother, then the family, and then, in many cases, the day care or school environment. Although it may seem that today's child is exposed to the world at large at an earlier age, in reality, day care and pre-school settings function as extended families to the pre-school child. Lessons learned here are life lessons and should be designed to resemble real living situations rather than formal school instruction.

We encourage law-related education to be offered to the very young as a tool for nurturing and a source of an increased sense of security and safety. Some rule making in the room is necessary in order to structure a secure space, but it is not intended that law-related education increase rule making or detract from the spontaneous, relaxed atmosphere in which young children thrive. Following are some suggestions for bringing the lessons in this curriculum to the pre-school environment. It is hoped that these suggestions will inspire happy and cooperative play and increased well-being.

Rules and Laws Evolve as a Society Adapts to Change

1. Select dangerous experiences children have, such as touching fire on a stove or running in the street. Act the situation out, and have the children take turns being the one who does the dangerous action and being the one who says "No!" It is not important to discuss rules directly. The intention is to develop a sense of safety and healthy self-care.

2. Celebrate national holidays and other commemorations related to famous Native Americans, African-Americans, and traditional American heros and heroines. Talk with children about why we commemorate these people or events.

3. Teach children simple songs about the United States and patriotic symbols for our country.

4. Make a large street model, and let children use toy cars and trucks to travel. Use dolls as pedestrians. Ask the children where the dolls should cross the street and who they should be with. Ask the children to tell about the shapes, colors, and meanings of traffic signs they see on the street.

5. Make a graph of the children's pets. Then use symbols to represent what each child does for his or her pets. Post the graph and chart, and use it to note similarities and differences.

6. Review cleanliness routines for after play, before meals, after using the bathroom, etc. Discuss why we use these routines. Have children remind each other, if needed, to follow these routines.

7. Set aside a special time each day to clean up, and be sure each child has a responsibility he or she can contribute to the well-being of the class.

8. On Friday, have a special maintenance or improvement project to which the children can contribute in some way.

9. Be clear in discipline of the class and individual students. Let the children know what is expected. Try

to remind them of the reasons why these expectations exist. Be sure to have a short term, logical consequence for unacceptable behavior.

10. Establish routines for field trips, lunch time, class visitors, the beginning and end of the day, etc. Maintain routines to provide a secure environment.

11. Have a Law-Related Parade using dress-up clothes and patriotic music.

With the Rights of Citizenship Come Responsibilities.

1. Act out problems on the playground and encourage children to help each other figure out what to do to solve the problem.

2. Set a peaceful tone in the morning and at the end of the day by individually greeting each child. Sit so you are on eye level, and talk to and listen to each child as they enter or leave.

3. Provide time each day for each child to tell the group something. Do not allow interruptions. Affirm self-expression.

4. In any conflict, provide time for each participant to state her or his side of the story. Then use your judgment and maintain a secure and calm environment.

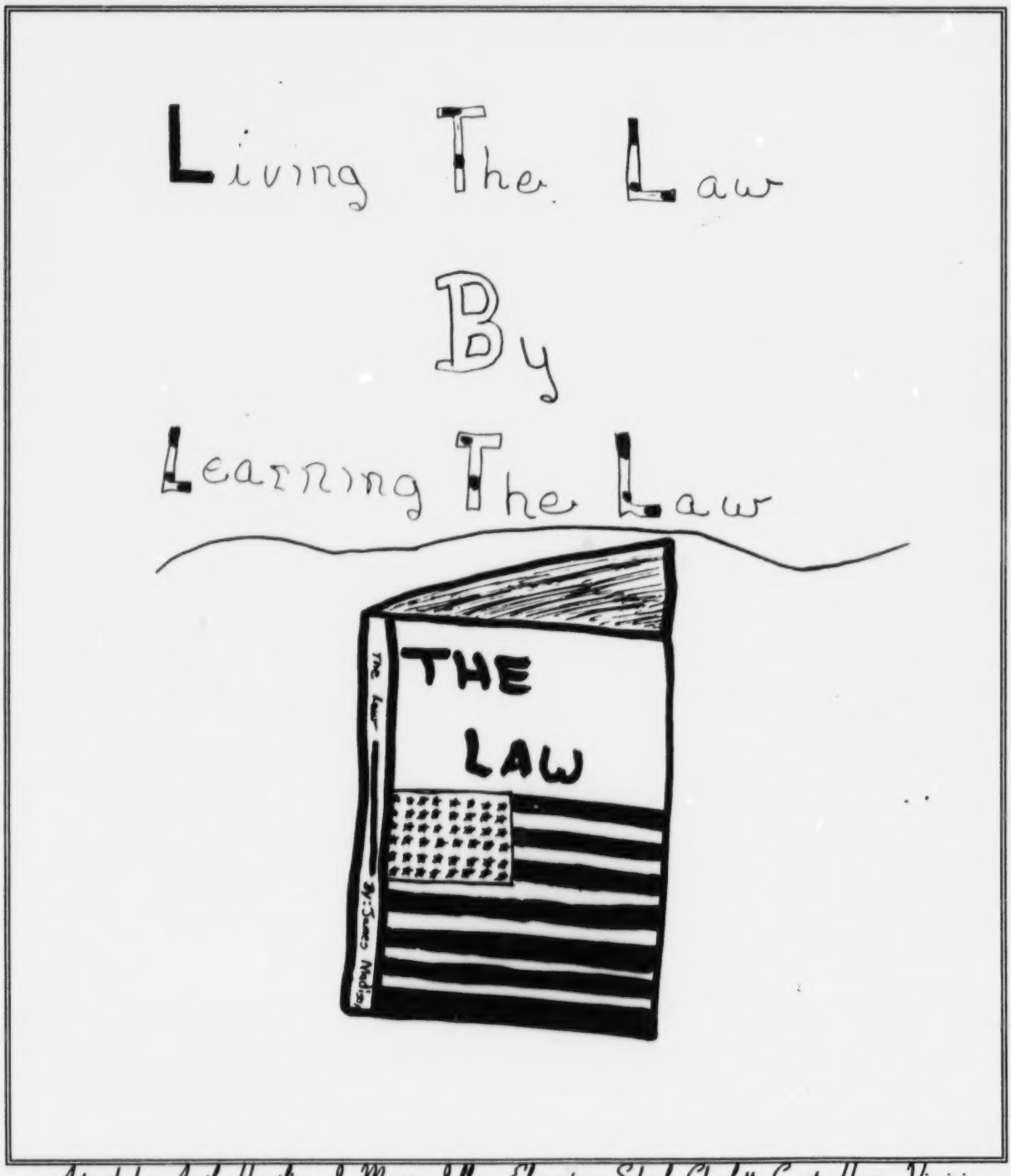
Governance is the Process We Use to Manage Ourselves in a Group.

1. Develop a picture file of law-related people (police officer, lawyer, judge, legal secretary, court clerk, stenographer, prison guard, probation officer, elected legislator or council or board member, mayor or city manager, etc.). Be sure to include women and minorities, especially those representative of your population. Show and discuss with children photos or drawings. Develop stories to tell about them.

2. Collect articles of clothing and props to represent various law-related careers such as a police hat, a lawyer's suit jacket, a judge's robe and gavel, a mayor's key to the city, and a court reporter's glasses, pen, and pad of paper, a police officer's badge. Encourage children to dress up and act out the roles.

3. Invite police officers and bailiffs (or other law-related professionals) to the classroom. Ask them to bring any giveaways their department has such as badges. Let the children hold various police articles and try on the badges.

4. Make badges with paper and tape to each child.



Artwork by April Hamilton, J. Murray Jeffress Elementary School, Charlotte Court House, Virginia

LEARNING TO LIVE TOGETHER UNDER THE LAW

Barbara McDaniel Harris

Grade/Subject: 1st/Multidisciplinary **Time Frame:** One to four 30-minute periods

Concepts: Foundations and Interpretations: Reasons/Needs for Law

Rationale:

Children in grades one through six can understand the nature and functions of rules and law, if legal concepts are introduced in a way that is relevant to their lives.

Student Outcomes:

1. Students will participate in democratic processes by developing rules for given situations.
2. Students will demonstrate understanding that rules are essential and play an important role in our lives.
3. Students will demonstrate an understanding of the difference between personal needs and rights of others.
4. Students will take responsibility for their own work as well as collaborate effectively.

Materials:

Key Word vocabulary list (needs, safety, rights, protection, regulations); chart paper; writing paper; pencils; drawing paper; crayons; The Bears Vacation by Stan and Jan Berenstein, New York: Random House, 1968.

Procedure:

Learning Activity I: Games, Travel, and Leisure

1. Do the Eraser Game described in Section II and discuss. Discuss other disagreements or conflicts that have arisen on the playground and the need for rules in games. Make a list of rules for each game.
3. List appropriate rules for each of the following situations: nursery school on a picnic in the park; family of four going on a camping trip; school bus on a field trip.

Learning Activity II: Map Making

1. Make a map of your (teacher's) home or apartment. Show students on the map how people would exit in case of fire. Discuss with students what happens if the exit is blocked?

Learning Activity III: Storytelling

1. Read the story of The Bears Vacation to students.
2. Discuss with students what rules were necessary for safety at the beach. Ask students what rules were necessary for their safety the last time they were away from home (i.e. trip, picnic, visit). Ask what rules were similar to or different from the rules they follow at home?

Learning Activity IV: Class Rules Poster

1. Use questions to guide the class on discussion of rules for classroom governance.
2. Make a class poster that will include rules for specific activities, such as painting, housekeeping, games, computers, flash cards, books, folders, records, puzzles, equipment.

Student Assessment:

Use portfolio contributions, written sentences, and art work to assess student accomplishments.

Cross-Disciplinary Applications:

This lesson combines reading, language arts, and social studies.

Opportunities for Understanding Other Perspectives:

- By discussing the various rules followed on different occasions in the students' homes, they will begin to recognize how rules may vary according to diverse family needs.
- Show pictures of children engaged in activity in Latin American, African, and Asian countries. Have students identify the activities and develop a set of rules that might be required for the activities.

Rules and Laws Evolve as a Society Adapts to Change

THE RULES PROJECT
Robin Haskell McBee and Bob Wright

Note: These activities combine several lessons written and piloted by both authors.

Grade/Subject: 1st-5th/Class Management, Social Studies, Language Arts **Time Frame:** 3-7 sessions, 30-45 minutes in length

**These lessons were originally designed for 4th and 5th grade use; however, modified versions of the Rules Grid and Eraser Game have been done successfully with students in grades as low as Pre-1st grade.*

Concepts: Foundations and Interpretations: Reasons/Needs for Law
Fairness and Justice: Fairness Process, Contracts, Consequences
Comparative Rules and Laws: Home, School, Community
Dynamics of Rules and Laws: Rule Making, Rule Breaking

Rationale:
Children should develop an understanding of why we need rules and laws, how they benefit groups and individuals, and the role individuals can play in supporting rules and laws. In a democratic society based on the rule of law, it is important to model and practice in school the participatory processes in rule and law making and enforcement which are fundamental to democracy. Also, given that students generally resent the numerous rules placed on them at school and home, these activities will help students appreciate the reasons for rules and for obeying them.

Student Outcomes:
1. Students will operationally define the term "rule".
2. Students will be able to state two reasons for rules and three qualities of good rules.
3. Students will be able to analyze rules at home and school in terms of need, consequence, and judge.
4. Students will create and/or analyze a set of class rules known as the class constitution.
5. Students will recognize that rules vary from culture to culture and time period to time period.
6. Students will recognize that rules protect individuals in their interactions with others.

Materials:
Two chalk board erasers pencils, chalkboard and chalk; nerf ball, dictionaries, two cave men costumes made from grocery bags, chart paper, transparency, large white art paper, facsimile of U.S. Constitution, large parchment-like paper, quill pen or facsimile, brown ink; the "Rules Grid", "Good Rule Analysis Sheet", and "Alone" student handouts; The Tale of Peter Rabbit by Beatrix Potter, Stuart Little by E.B. White, and Oh, the Places You'll Go by Dr. Seuss (Random House, NY, 1990).

Procedure:

Learning Activity I: A Good Rule

1. Play the "Eraser" Game (See description in Section II).
2. Discuss with students what the characteristics of a good rule are. (Should include clear and understandable, fair, worthwhile, consistent, able to be followed, able to be changed, and enforceable)
3. Ask students to listen to the following rule and decide if it is a good rule:
   Short students must wear dresses on Mondays.
   Ask students to explain their answers based on the characteristics of a good rule.
4. Working in pairs, have students complete "Good Rule Analysis Sheet" and review with full group.

Learning Activity II: The Circle Game

1. Have the class stand in a circle, arm's length apart, and play a version of the "Eraser" Game in which a nerf ball is passed around. Give one student the ball and promise that the winner won't have homework for the rest of the year. If they begin doing something with the ball, stop them and tell them they're not doing it right. Discuss the fact that they have no rules for this game, what a rule is, and why rules are needed.

Record comments about the need for rules on the board, and begin a "web" of related ideas about rules.

2. Instruct students to pass the ball around the circle to the right. As in the "Eraser" Game, periodically stop the students and interject new physical challenges they must meet while passing the ball. At the point at which confusion reigns, have students sit in their seats and list the rules you've been making up on the board. Discuss the problems with each of those rules, and generate a list of characteristics for good rules. Record them on the web. Include easy to follow, doesn't go against other rules, simply stated, able to be performed, penalty if not followed.
3. Have students use classroom dictionaries to define "rule"; record on web; compare and contrast class and dictionary definitions. Lead the class in a review of what has been recorded on the web.

Learning Activity III: Reasons for Rules

1. Ask students to imagine how it would feel to be the only person left in the universe. Ask what they would need for rules. Make a list of their suggestions on the blackboard.
2. Hand out the work sheet entitled "Alone". Have students mark the rules they feel would be necessary. Discuss why rules 4, 8, 11, and 12 are the only ones necessary for an individual's safety and health. Why are others unnecessary? (No other people) Discuss how some rules protect us and keep us safe and healthy, while others are for helping us get along with others.
3. Read aloud The Tale of Peter Rabbit, instructing students to listen for a rule (Don't lay down in Mr. McGregor's garden) and to stop you when you've read it. Discuss the reason for that rule and father's accident. When Peter breaks the rule, have students listen for consequences he experiences (sick, frightened, lost clothes, wet, no supper). Why is there a rule about how much medicine Peter's mother can give him. Summarize the reason for rules shown in the story. Have students list other rules that keep us safe.

Learning Activity IV: Rules Grid

1. Write a rules grid on the board similar to the one which follows this program of study.
2. Ask students for a rule at home that they don't like and write on board. Have students offer logical reasons for the rule. Ask what the consequence is for breaking the rule. Write these on board.
3. Complete the grid by having the student identify who the "judge" is who decides whether or not the rule has been broken, and write that in the appropriate space. Repeat the above process three or four more times.
4. Do the same process with school rules.
5. Select one law that adults must follow and analyze it similarly. Help students draw connections between rules in their lives and laws in adults' lives.
6. As an optional follow-up, have students complete on their own the "Rules Grid" for several more home or school rules.

Learning Activity V: Rules for Getting Along with Others

1. Explain to the students that a long time ago people lived by natural laws or rules. Ask them what they think "natural rules" are. (They had to find enough food or they starved.)
2. Have one student act out the life of a cave man by dressing in a grocery bag costume, made to look like an animal skin outfit and role playing (See Standard Strategies in Section II) hunting for food and looking for shelter. Desk overhangs can be used to represent shelters and other students can be mastodons. Create a scenario in which another "cave student" enters the scene and the only food and shelter available is that found by the first student. Have students act out this scene and discuss. If conflicts arose between 2 or more people, what might have happened?
4. Discuss the terms "conflict" and "interaction". What rules are necessary to control interaction between 2 people (could be likened to rules needed at home), for 200 people, for 20,000 people?
6. Using the "Alone" work sheet, discuss rules that are necessary when people interact. Have the students list 10 more rules that are not necessary when they are alone but are essential for human interaction control.
7. Read from E.B. White's Stuart Little (Harper and Row, 1973), pages 91-93. Explain that Stuart is a mouse who has a series of adventures. One day he is asked to be a substitute teacher for a day. What are the rules for the world that Stuart and the students discuss. Have the students act out Harry stealing Katherine's pillow. Stop on page 97. Discuss how the students made the rules and laws.

Learning Activity VI: Rules for Different Places and Times

1. Review previous activities (definitions of and need for rules, characteristics, reasons for rules).

2. Read Dr. Seuss' Oh, the Places You'll Go to the students. Discuss where the students will go in their lives.
3. Construct concentric "Rule Circles" labelled you, home, class, neighborhood, community, world on chart paper or transparency. Have cooperative teams list and record rules applying to each area.
4. Remind students of the previous discussion of rules that applied only to themselves. Review these and list a few in the YOU circle on the chart.
5. Have students sketch floor plans of their houses on large drawing paper and list two rules that must be followed in each room. Predict what rules will be mentioned by more than 1 person. Share the maps and discuss how the rules protect the rights of the family members.
6. Have teams generate rules that are specific to class and school. Compile a list and record on the chart.

Learning Activity VII: Class Constitution

1. Show students the facsimile of the U.S. Constitution. Discuss the reasons for its writing and passage.
2. Explain that the class will make its own constitution or set of rules that everyone will agree to live by.
3. Ask for volunteers to suggest rules needed in class and why they're needed.
4. One by one, have students analyze the rules by discussing their strengths and weaknesses.
5. Break class into groups of five students. Have groups discuss suggested rules and narrow list down to only those rules they feel are really needed. Have groups report to full class.
6. Where there is agreement, keep the rule. Where there is significant disagreement, continue discussing and debating until general agreement can be reached.
7. Conduct a vote on the final set of rules. (Note that a vote should not be taken until you are reasonably confident that most or all of the group is satisfied with the rules.)
8. Write up the constitution on the parchment-like paper with the quill pen. Have students sign the constitution.

Student Assessment:

- Give the students two hypothetical rule scenarios and ask them to complete a rules grid on them.
- Give students four new rules on which to complete a rules analysis.
- Combine results of the above two activities and the other written work they have completed in order to assess their understanding of the characteristics of a good rule.
- Have students create a new web representing the various concepts they have learned regarding rules.

Cross-Disciplinary Applications:

- Tell students they will try to guess a rule that you have made up. The rule generates number triples. Think of a rule; write on the board 3 numbers related by that rule. Have students give 3 numbers they think satisfy the rule. Record their guesses and your responses of either yes or no. Example: For the rule "multiply the first 2 numbers to get the third, a guess of 1, 2, and 3 would get a response of no, but guesses of 2, 3, and 6 and 3, 5, and 15 would get a response of yes. Have the class continue to name triples and receive feedback. When the students think they know the rule, give them several triples. They must tell if the numbers satisfy the rule or not. Have teams play the game and invent their own rules.
- Read Jean Fritz's Shh, We're Writing the Constitution to introduce or follow-up the seventh learning activity.
- Have students write a story about an imaginary land or planet where the inhabitants must come to agreement on a constitution. Students should be sure to include details and reasons for the constitution's content.
- Have students write the rules for multiplication or division. Have them write a set of rules for solving word problems. Ask students if good math rules follow the same criteria as the characteristics of a good rule.
- Have students research the U.S. Constitution to establish voting age and age requirements for federal office. Have students analyze these rules using the analysis sheet. Then have students develop math word problems using those age requirements. Have them exchange problems with a partner, answer the partner's problems, return them, and check for accuracy. Have pairs share explanations of answers with each other.

Opportunities for Understanding Other Perspectives:

- By considering the rules for different periods in history, different families and homes, and different places, students will develop an understanding of similarities and differences in rules for different groups.
- Have students investigate and compare rules for school attendance and school dress code in France, Germany, Great Britain, Kenya, Nigeria, Iran, Jordan, Israel, Russia, Canada, Mexico, Japan, and China.
- Have students do a full group rules grid on rules they like and don't like in their religions or places of worship.

Student Handout

GOOD RULE ANALYSIS SHEET

NAME _____

Rule	Clear?	Fair?	Worthwhile?	Consistent?	Able to be Changed?	Enforceable?	Good Rule?	Not Good Rule?
All children who ride a bus to school must stay an extra half-hour after school.								
The cranberry custodians must drip chocolate every other Tuesday.								
Visitors to school will not be allowed into classrooms until they have checked in at the main office.								
Sixth graders will be responsible for raising and lowering the flag the 1st and 4th Mondays of the month, the 2nd Tuesdays and Thursdays of the month, and the 5th and 6th Fridays.								
Students who turn in their homework late will get an extra assignment on the weekend.								
Cars must stop at red stop signs and wait until there is no more traffic in sight before they go again. If cars move before all traffic is out of sight, the penalty will be a $100 fine.								
Anyone caught with a knife or other sharp object in school will not be allowed to come to school.								
If you don't finish your assignment in class you will have it for homework.								
Blonde haired children may only talk in the morning.								
Tomorrow is parents day. Children whose parents do not come to school will report to the principal.								
Children who do not finish their food must clean the bathroom.								
41							45	

RULES GRID

NAME _____

RULE	REASON	CONSEQUENCE	JUDGE

Name: _____ **Date:** _____

ALONE!

Directions: Put an X beside every rule that is necessary if you are the only person left alive in the universe.

____ **1. Keep Quiet after 10 P.M.**

____ **2. Stop at all red lights and stop signs.**

____ **3. No trespassing.**

____ **4. Keep healthy and fit - eat correctly.**

____ **5. Keep rivers, streets, and oceans free from litter.**

____ **6. Catch only three fish per day.**

____ **7. Don't steal.**

____ **8. Don't play with fire.**

____ **9. Stay in line.**

____ **10. Raise your hand to talk.**

____ **11. Don't take too many aspirin.**

____ **12. Carry knives with the point down.**

Now list 10 rules that are not necessary when you are alone:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CLIMATE, NATURE AND LAW IN CANADA, MEXICO AND THE UNITED STATES

Joanne R. Funk

Grade/Subject: 2nd/Social Studies, Science **Time Frame:** 5 or 6 twenty minute sessions

Concepts: Comparative Rules and Laws: Cultures, Nations

Rationale:

International education expands students' perceptions and encourages development of critical thinking skills needed to empower students. By examining climate and its effects on people in different parts of the Western Hemisphere, students can analyze geographic and scientific reasons for differences among people. They can appreciate the effect of differences on family life and on the social lives of our neighbors to the North and South.

Student Outcomes:

1. Students will examine the effect of climate and nature on building practices.
2. Students will establish connections between safety, climate, nature, and rules.

Materials:

Two styrofoam meat trays, 3 cereal boxes, scissors, glue and crayons for each child; paper and crayons; large sheet of plain paper, magic markers, map of Western Hemisphere, globe; primary level books on Canada and Mexico, such as Take a Trip to Mexico by Keith Lye, Count Your Way through Enchantment of the World by Jim Haskins, Ontario, Let's Discover Canada and Quebec, Let's Discover Canada by Suzanne LeVert.

Procedure:

Learning Activity I

1. On a large piece of plain paper, draw a facsimile of the shapes of Canada, Mexico, and the United States. Include a compass rose and key. Show the students how to draw the map by making wavy lines that approximate but do not have to replicate perfectly the outline of North and South America. Show the same area on the globe and demonstrate how the sun's rays hit the different countries.
2. Make your own symbols for a map key to include the following: permanent ice cover, snow, sunny weather, rain, volcanoes, earthquakes, mountains, and colors to illustrate hot, temperate, and cold temperatures. Tell the children to think about these symbols as you read two books to them about Mexico and Canada. Then fill in the map with the symbols to show the prairie lands and water in Canada. Do the same for the U.S. Use your own and class's past experience to fill in climate details for U.S. In Mexico, fill in symbols for mountains and volcanoes. Include the permanent snow and ice cover on the highest volcanoes in Mexico. Show the average temperature for each of the countries in winter and summer. Although it varies, you can use 20°C/45°F for Canada's temperatures. After filling in the three climatic regions of Mexico (see encyclopedia) you can use 90°C for the tierra caliente (hot country), 65°C for the tierra templada(temperate country), and 25°C for the tierra fria (cool zone).
3. As students gain more information from activities be'ow, fill map with pictures to illustrate the information (not symbols).

Learning Activity II

1. Review previous activity.
2. Discuss the effect of the climate may have on people's lives, especially on the kinds of buildings they would need to protect themselves from the climate and natural disasters, as in the case of Mexico's earthquakes. Discuss the need of different housing codes or regulations in different climates. In small groups, have children draw houses for very cold weather, very hot weather, or areas where earthquakes are frequent. Tell each group to make up one housing rule for the house they designed. Have each group share their ideas with the rest of the class.

Learning Activity III

1. Explain to the children that in Canada, insulation is very important because layers trap heat. Construct a

school using a cereal box, and use a styrofoam meat tray to insulate it as simply or elaborately as your students desire. Encourage them to decorate the outside with materials and landscaping they think would be found in Canada.

2. Restaurants in Mexico can be completely outdoors in the hot regions. These open air restaurants even include an outdoor kitchen. Use a cereal box to construct this scene.
3. In Mexico some tall buildings are built on a foundation chamber that can float to allow movement when the earth shakes due to an earthquake. Use a meat tray to construct a foundation that can "float" and build a cereal box house on top of it. Use a pan of water to show how it can survive movement without collapsing.
4. After demonstrating how to make each model, have the students choose the one they each want to construct.
5. Upon completion, have each student write a how-to paragraph to go with their model and display the final results.
6. Have students write a set of special rules or laws they think would be needed for living or working in their particular building.

Student Assessment:

Give each student an outline of your Physical Features and Climate Map. Have them make up a key and complete the map. Tell them to draw a building in each country that suits that country's climate and physical features. Have them write one rule, regulation, or law for each country that is peculiar to their climatic needs.

Cross-Disciplinary Applications:

- Make up subtraction word problems to help children understand the temperature differences and their relationship to physical features among the three countries.
- Use your library, reading series and trade books to assist your students in gaining more information for stories from Mexico and Canada.
- Have students write a descriptive paragraph for characters to use their buildings and make paper dolls to go with them. Students should keep a daily journal throughout the week detailing how the weather affected them each day and what safety precautions they took because of the weather.

Opportunities for Understanding Other Perspectives:

Lead a discussion on how people adapt to climate and nature. For further enrichment, create a lesson on national sports in Canada (lacrosse, ice hockey, which was developed in Canada) and Mexico (bullfighting, which comes from Spain, rodeos, baseball, and soccer). Consider the varied rules of each sport and how they compare.

TAKE ME OUT TO THE BALL GAME

Janice G. Davis

Grade/Subjects: 5th/Social Studies, Whole Language **Time Frame:** Seven 1-hour sessions

Concepts: Fairness and Justice: Contracts, Consequences

Rationale:

Today children need to see the relevance of rules and regulations in their immediate lives. The popularity of the game of baseball makes it ideal to illustrate many concepts of fairness and justice in our society.

Student Outcomes:

1. Students will demonstrate an understanding of the necessity of fairness.
2. Students will demonstrate an understanding of procedures for justice in the sport of baseball.

Materials:

Student "Take Me Out To The Ball Game" Packet; plastic ball, mitt, pencil; large poster paper; 5 sets of signs for 5 groups with string around them, one each saying "Moderator", "Mike", "Pat" and two saying "Ump"; library and other resource materials related to baseball; multicultural list of baseball players.

Procedures:

Learning Activity I: Why Are Rules Necessary?

1. The students will be placed in groups of five students each.
2. Call one group to the front of the class to help demonstrate the necessity of rules. Ask one student to hit the ball out to the others in his group. When he does, stop the game and say, "Oh, by the way, you have to hit the ball out with the mitt." As soon as the student goes along with this and the others in the group try to catch the ball, change the rules by saying, "Before you can hit the ball, the pencil has to be behind the batter's ear." After the game resumes, stop it again and instruct the students catching the ball to stand on one foot.
3. Discuss with the whole class why the game isn't working.
4. Have the students return to their groups and read the first page in the packet about the rules listed for a baseball game. The groups should look at the rules and decide if each is stated clearly, can be understood by all, and is fair for everyone. If they feel a rule is vague, they should brainstorm and restate the rule so it is clear to all reading it. If the group feels a rule is not fair to everyone, they can throw it out. Have each student write the new rules in their packets, and one student write them on the group's poster paper.
5. At the end of the session, have each group share its revised rules. Then have the whole class negotiate a set of rules to be adopted for all.

Learning Activity II: Applying the Rules

1. Have the class go outside and play a game of baseball according to the rules they have come up with.
2. After the game, have the class evaluate the rules to see if they could be followed, were fair, and were justified.

Learning Activity III: Take A Stand

1. Have the class turn to page 2 in the packet and read the following:
   The major league teams' members are all men. Some people think this is unfair to female athletes and they should be on major league teams. Others feel that females can not compete on the same level as males and having women on the teams would create many problems. WHAT DO YOU THINK? Take a stand by writing down your reasons for having females on major league teams with men or your reasons for not allowing them. Be ready to share and to present your thoughts with the group.
2. After the students have had time to write down their stand, have them do the Take A Stand strategy described in Section II of this Guide.
3. Take a vote on the issue. Ask the class if anyone had his or her mind changed by listening to the discussion.

The importance of respecting other's opinions should be stressed again before the lesson ends.

Learning Activity IV: Biographies

1. Have the students turn to page 3 in their packets and read the instructions for researching and writing their biographies.
2. Have each student choose one ball player from the multi-cultural list of players and research and write about the contributions the player made not only to the game but to life. Have students include a drawn picture of their player.
3. Have each student make an oral presentation about his or her baseball player.
4. Discuss with the class how important we all are to the success of our world.

Learning Activity V: You Be The Umpire

1. Divide the students into groups of five.
2. Have students read the story of Mike and Pat's conflict at the baseball game on page 4 of the packet.
3. Emphasize that when conflict occurs it gives us the opportunity to see a problem from another's perspective. There are many sides to a problem and different solutions to solving problems; some are confrontational, others violent, and some are settled by compromising. Ask the students what solution is usually best for the individuals involved, as well as the community as a whole.
4. Ask each group to play the roles of the people involved in Mike and Pat's conflict. They should put the appropriate sign on. The moderator starts the role playing by asking Mike and Pat their sides to the story. The two "umps" then can help suggest solutions to the problem. The moderator will write them down. Then the group will decide what it thinks is the best solution to help bring the conflict to a resolution.
5. Have the whole class come back together and the moderators from each group report what solutions their groups came up with.

Learning Activity VI: The Case of the Wayward Baseball

1. Discuss with the students the importance of being on a jury and the responsibilities a jury has. Have them read page 5 in their packet, "The Case of the Wayward Baseball".
2. Divide the class in half, each half representing a jury. Tell them to elect one juror to be the foreman. Tell the foreman he or she is in charge of keeping the jury on track and reporting the verdict in the case.
3. Tell the students how important it is to weigh all the evidence before coming to a decision. After the students reach a verdict, have each foreman report back to the whole class - guilty, not guilty, or no verdict.
4. Tell the students that the plaintiff, Mrs. Snodgrass, was lying and faked her accident just to get some money. If they look at exhibit B they'll see that her forehead has a bandage on it. If she had been painting the wall, her back would have been to the window and the baseball would have hit her in the BACK of the head. Ask the students for their reactions. Emphasize again the importance of looking at evidence presented very closely.

Student Assessment:

The student's packet will be handed in on the last day of the unit. The packet will be evaluated for completed requirements and for the quality of the work in it. Class participation will be an important part of the evaluation. Also, the following Learning Activities have assessment procedures unique to them:

- •IV: Written biography and oral presentation
- •V: Level of cooperation reached in the conflict resolutions.
- •VI: Observations of jury discussions.

Cross-Disciplinary Applications:

The unit is designed to incorporate the whole language approach. It encompasses social studies, oral and written language, reading, research skills, math, drama, art, and physical education.

Opportunities for Understanding Other Perspectives:

The unit, through the baseball centered activities, has many opportunities to illustrate how others may perceive a situation. Also, for Learning Activity III, students learn about the contributions of ball players from many countries.

TAKE ME OUT TO THE BALL GAME STUDENT PACKET

Lesson One: WHY ARE RULES NECESSARY?

Look at the following rules and decide as a whole group which ones are fair to everyone in the class and which ones need to be thrown out or clarified.

Teacher's Rules for School Baseball:

- There are 12 children on each team.
- Everyone should play.
- No one can EVER change his/her position on the field.
- The batting order will ALWAYS be the same.
- Three strikes equal an out.
- Three outs per team in an inning.
- A game will last 25 minutes.
- The team with the most points after 25 minutes wins.
- Only the outfielders can wear mitts.
- The umpire is the only one who can make a call.

NOW WRITE THE RULES YOU FEEL ARE FAIR AND CLEAR TO ALL. RE-WRITE THE ONES YOU FEEL ARE NOT FAIR OR CLEAR. THEN WRITE THEM ON YOUR GROUP'S POSTER.

Lesson Two: TAKE A STAND

The major league team members are all men. Some people think that this is unfair to female athletes and that they should be allowed to be on major league teams. Others feel that females cannot compete on the same level as males and that having women on the teams would create many problems.

WHAT DO YOU THINK?

Take a stand by writing down your reasons for or against having females on major league teams with men. Be ready to share and present your thoughts with the whole group.

Lesson Three: "BASEBALL GREATS"

A biography is a story about a person's life written by someone else who does research about that person.

There are many "baseball greats" from all ethnic groups. Pick one of the following athletes. Research his life and write a short biography about him. Be sure to include information about his early years, how he got started playing baseball, what team or teams he played for, and the highlights of his career. If you would like to include a picture, you may draw it or provide a photograph for copying. The biographies will be placed in a book, which will be given to the school library to share with other children. Have fun!

Roberto Clemente
Jackie Robinson
Dave Winfield
Kirby Puckett
Gary Sheffield
Dave Justice
Fernando Valenzuela
Bo Jackson
Hank Aaron
Denny Martinez
Frank Thomas
Ivan Rodriguez
Jose Canseco
Roy Campanella

Lesson Four: YOU BE THE UMPIRE

Your group is to read the story "Whose Mitt, Whose Ball?" Each member of your group should choose a part to play. Put your sign on. The moderator will start the role playing by asking Mike and then Pat to tell his side of the story. The "umpires" will try to help Mike and Pat come up with a compromise about who owns the ball. Think of different ways this problem could be solved and what ways would make both boys happy The moderator should write down the possible solutions to the problem. Be ready to share your groups ideas with the rest of the class.

"WHOSE MITT, WHOSE BALL?"

Mike and Pat are best buddies, and they both love baseball. Mike's dad was given free tickets to the Baltimore Orioles game. Mike naturally picked Pat to go with him. Mike decided to bring his baseball mitt in case a foul ball came his way. During the third inning, Pat asked Mike if he could wear his mitt for a while. Well, sure enough, a foul ball was hit into the stands right by Mike and Pat. Pat jumped up and caught the ball. He was so excited, but his excitement died down when Mike told him to hand the ball over. Pat told Mike, "No way was that your ball." Mike was furious and told Pat that because he caught it with his mitt, it belonged to him. He also told Pat that because he gave him the free ticket to the game, Pat had to give him the ball in repayment. The boys started fighting for it, and the usher made them both leave the game. Now they are not speaking to each other.

What do you think? Help Mike and Pat become friends again.

Lesson Five: YOU BE THE JURY

Pick someone in your group to be the jury foreman. The jury foreman's duty will be to keep you on track and to take a vote at the end of your deliberations. Now read the story, examine all the evidence, and come up with a verdict from the group.

THE CASE OF THE WAYWARD BASEBALL

Mrs. Constance Snodgrass has accused Timmy Smith with destruction of property and willful harm to her. She wants him found guilty and required to pay her $1,000.00 for damages to her property and body. She says she was painting her back wall opposite her picture window when she heard a lot of noise coming from the field behind her house. She claims there was a group of boys, led by that "troublesome" Timmy Smith, who were playing baseball. She says they play there everyday, and it is certainly annoying! On the day in question, she was painting her back wall, and a ball belonging to Timmy Smith came crashing through her picture window. It broke an expensive vase and cracked her forehead. She called the police who took photos of her and the window. Mrs. Snodgrass had already cleaned up the broken vase and window glass because she was afraid her cat would walk in the glass and get cut.

Timmy Smith says that on the day Mrs. Snodgrass says his baseball crashed through her window, he wasn't playing ball. The ball she said was his was not, even though it has his initials on it. Timmy's friends say that they were not there either.

Mrs. Snodgrass says Timmy and his friends are lying. You must now examine all the evidence and decide who is telling the truth. After all the verdicts are in, you will be given the real verdict. Good Luck!

A LAW RELATED TOUR OF MEXICO

Agnes Dunn

Grade/Subject: Elementary/Social Studies **Time Frame:** 1-2 Weeks

Concepts: Comparative Rules and Laws: Cultures, Nations

Rationale:

Children need to explore the similarities and differences in cultures around the world. Using manipulatives, literature, and sensory imagery allows them to experience these cultures.

Student Outcomes:

1. The students will be able to describe a passport and its uses.
2. The students will be able to list ways to solve conflicts.
3. The students will practice oral reading skills.
4. The students will be able to describe the need for global stewardship.
5. The students will be able to describe the need for rules.

Materials:

A Quetzalcoatl Tale of the Ball Game by Marilyn Parke and Sharon Panik and Teacher's Guide published by Feron Teacher Aids, 1992; Stencils of Ancient Mexico, Good Year Books; Rain Forest, by Helen Cowcher; A Field Guide to Tropical Forests, Houghton Mifflin, 1991; home-made or purchased rain stick (hollow wooden cannister which makes the sound of rain when flipped, turned, or shaken), green film, tape of tropical rain forest, vaporizer, potpourri; various manipulatives from Mexico; sample passports, paper and crayons.

Procedure:

Learning Activity I

1. Have students entering class sign in correctly on a Venn diagram of birth places (VA, US, outside US).
2. Show sample passports and explain uses. Have students create their own passports; stamp them for Mexico.

Learning Activity II

1. Have students travel to Mexico City and study its history through reader's theater by asking two students to dramatically rend A Quetzacoatl Tale of the Ball Game.
2. Debrief students on conflict resolution and the need for rules. Have the class create their own game with rules.

Learning Activity III

1. Have students make masks using the book, Stencils of Ancient Mexico.

Learning Activity IV

1. Have students travel to the Yucatan by creating a tropical environment. Decorate the class with flora and fauna, simmer potpourri, run a vaporizer, cover lights with green film, and play taped nature sounds.
2. Read aloud Rain Forest while gently shaking the seed canister to simulate rain.
3. Have students construct a concept map about the features of a rain forest and the dangers they face.

Student Assessment:

Assess the completeness of students' suitcase (portfolio) contents when they "return home". It should include passport, mask, Mayan math lesson, copy of the class game and rules, travel log, and other student products.

Cross-Disciplinary Applications:

- Teach students about the history of ball games and have them create their own game.
- Use arts skills in making masks and the various rain forest decorations.
- Teach the Mayan number system and use the results of the Venn diagram for a math lesson.
- Explore science in discussions on uses of rubber, Mexico's natural resources, and the rain forest ecosystem.

Opportunities for Understanding Other Perspectives:

The content focus of this lesson is on developing an understanding of cultural perspectives from Mexico.

RESOLUTION OF CONFLICT
Bob Wright

Grade/Subject: 3rd-6th/Social Studies **Time Frame:** Eight to ten ½-1 hour periods

Concepts: Resolution of Conflict: Win/Win
Individual Rights: Democratic Class Problem Solving, Diverse Viewpoints

Rationale:
After studying rules, their evolution as society adapts to change, and their importance in all citizens' lives, focus should turn to an examination of the responsibilities that come with the rights of citizenship. All elementary students should be exposed to democratic problem solving in the class and to understanding diverse viewpoints. Through this series of activities, students will gain skills in understanding conflict and methods for its resolution.

Student Outcomes:
1. Students will be able to define the term "conflict".
2. Students will demonstrate an understanding of "point of view" and its role in conflict situations.
3. Students will be able to identify sources of conflict, where conflict can occur, and conflict resolution process.
4. Students will be able to use the conflict resolution process.

Materials:
A copy of the fable "The Blind Men and the Elephant", chart paper, markers, dictionaries; The Real Story of the Three Little Pigs by Jon Scieszka (Viking Children's Books); magazines, newspapers, art paper, scissors, glue; string cut into 3' lengths for every student; sheets of chart paper; The Butter Battle Book by Dr. Seuss (Random House, 1984).

Procedure:

Learning Activity I: What is Conflict?

1. Read or tell the story of "The Blind Men and the Elephant."
2. Discuss the story, the six men's disagreements, and why they disagreed. Introduce the term "point of view".
3. Have students generate other words for disagreement, including conflict. Tell the students that the men in the story had a small conflict, argument, or disagreement. Ask what they think a large conflict is called. (War)
4. Discuss the concept of "conflict"; have students look it up in the dictionary; and introduce the notion that conflicts have at least two sides and often lead to someone being hurt physically or emotionally.
5. Separate the class into cooperative teams, each provided with chart paper and marker. Have teams brainstorm and record lists of common conflicts they might have with teachers, parents, siblings, and friends.

Learning Activity II: Taking Sides

1. Have the students retell the story of "The Three Little Pigs."
2. Show students The Real Story of the Three Little Pigs and ask how this story might differ from the more familiar story. Use book title, name of the newspaper, and author of the news article as clues. Refer back to and discuss the term "point of view" emphasizing that each side in a conflict has a point of view. Read the book to the class.
3. Use the "Barometer Approach" to have the students share their reactions to the story. On the board, draw a continuous line from one end to the other. At the left, label the line with "The Pigs". At the other end, label the line with "The Wolf". Have students come to the board and stand at a position on the line where they agree with the indicated character's point of view; e.g. those that side totally with the pigs and feel that the wolf was completely wrong would stand at "The Pigs" end of the scale. Those that feel that guilt was evidenced by both the Pigs and the Wolf would stand somewhere in the middle of the line. When a student takes a position at the board, they must verbally explain why they have taken that position. Other students should be allowed to come and take a position. Again, they must give reasons for their position. Students may be allowed to change their positions but must explain why they have changed their opinions.

4. Put students back in teams, refer to the conflicts generated from the first Learning Activity, and select one. Define the roles, and play out the situations. Discuss the viewpoints of each side presented. Have the students give reasons for the differences of opinions.

Learning Activity III: Where Does Conflict Occur?

1. Review the past two Learning Activity concepts of "conflict" and "point of view".
2. Have the students brainstorm various places that conflicts occur, possibly including home, playground, school, recreation, and world.
3. Give out magazines and newspapers to the students. Working individually, in pairs, or in teams, have them cut out examples of conflict that they find. Cartoons are often a good source of examples.
4. Have students construct a collage of conflict situations by gluing their cut outs on the art paper. After completion, have the students discuss the articles that they have found.
5. Discuss the idea that the conflicts that they have considered are external or occur outside of themselves. Ask if conflict could be internal. Ask students to brainstorm examples of when conflict could be internal.

Learning Activity IV: How Do We Resolve Conflict?

1. Engage students in a "getting connected" activity. Using a 3-foot piece of string, tie one student's hands together by placing the string at the wrists and leaving a span in between the hands. Loop another 3-foot length through the loop created, and tie second student's hands together. Give the pair 5-10 minutes to figure out an escape without pulling the string off the hands or breaking it. If pairs cannot release themselves, show them how to make a loop from their partner's string and slip it through their cuff ring and over the hand.
2. Discuss how they started out with a problem and went about solving it. Draw from students the idea of working together to communicate. If the teacher had to give the solution, help students realize that in some problem situations, outside help is required. Record these comments on the board.
3. Tell the students: "As we have discovered, conflicts occur everyday, everywhere, with varying degrees of severity. It's hard to go through life without conflict. We all grow up learning to handle conflict by watching how others handle it. Some of us learn from parents, teachers, friends, even TV. Conflict is not all bad. It often brings about changes, and often these changes are for the best."
4. Read and discuss with students "The Generals" by Silverstein (Where the Sidewalk Ends).
5. Ask students to suggest ways that they have used to settle conflict situations; record on the board. Ask students to respond "Thumbs Up" or "Thumbs Down" to get class consensus as to how they handle conflicts. Take a Stand (see Standard Strategies) or the Barometer approach could be used. If students have difficulty generating examples, ask the following questions: Do you:
   ...do nothing because you realize the problem is temporary and you will just let it go away?
   ...decide to just give in and accept the changes someone else wants?
   ...run away and try to avoid the person or situation?
   ...pretend that the problem is not there and does not bother you when it really does?
   ...go to a parent, teacher, or principal and ask them to settle it?
   ...fight and argue?

Learning Activity V: How to Settle Differences

1. Divide students into equal teams of 6-8 students. If there are students left over, have them act as referees. Give teams a number of sheets of chart paper. The number of sheets should be half the team size. Mark a starting line at one end of the room and position a chair at the other end of the room. Tell the students that they will be involved in a race. They are to start at the starting line by placing one sheet of paper on the floor and having one participant stand on it. That participant then places another sheet down in front of them and moves onto it. The second team member then moves onto the first sheet and so on. It will soon become apparent to the participants that they have to share spaces on the sheets of paper. The first team to go around their chair and get back to the starting line will be declared the winner. If any of the team members walk on the floor and not on the paper, the team has to go back to the beginning and start again. Suggest that the teams discuss strategy first. Then run the race and time the teams.
2. After the winner is declared, record the times and have the students discuss strategies that worked and didn't work. Ask them to brainstorm other possible strategies. Discuss these possibilities. Suggest that one possibility might be to tear the paper into strips (if no team has generated this idea). Have the teams narrow

down the choices and decide which approach they will use to run the race again.

3. Have teams race a second time employing their chosen strategies. Time them again.
4. When a new winner has been declared and new times recorded, hopefully it will be noted that performance times improved. Discuss why. Have the students recall the approaches they used in solving the problem. Record ideas on the board. Discuss defining the problem so that everyone agrees on exactly what it is; thinking up as many possible solutions to the problem as you can (brainstorming); discussing the various possibilities and eliminating some; narrowing down choices; deciding how to put the plan in action; and evaluating how well the solution worked. Lead students to realize that they must talk about the problem and, as well as talking, they must be good listeners. One possibility for problem solving is to ask someone who is not involved to help. Tell students that this approach to problem solving works for resolving conflicts that are large or small, internal or external, and that occur in a variety of situations.
5. Have the students, in teams, follow the process to address the following conflict situations or others that relate specifically to the student population:
   - In the halls, a child knocks the books out of another child's arms, then steps on the books and laughs.
   - Two children are playing a game of catch. A third child comes along and asks to play. One says, "No," because she doesn't like the third child, and the other hesitates.
   - Money has been stolen from the teacher's desk. One child is suspected but there is no evidence.
   - Two children are at home one evening. One child is reading a comic book. The other child enters the room and wants to read the same book.
   - A child comes home after playing with friends in time for dinner, unsuspecting that anything is wrong. The mother is furious because she told the child to come straight home after school to babysit while the mother went to a doctor's appointment.
   - Outside a store after school one child plots to steal cigarettes, but he needs an accomplice since he was almost caught last time. The other child is reluctant to participate and feels it is not right.
6. As a culminating activity, read and discuss Silverstein's poem, "Hug O' War" (Where the Sidewalk Ends).

Learning Activity VI: "The Butter Battle"

1. Have students review the steps they used to solve the conflict situations in step one of the previous activity.
2. Introduce The Butter Battle Book, by Dr. Seuss, by telling the students that they will hear a story of two countries who have a conflict and attempt to solve it. Read the book to the students and show the illustrations.
3. Discuss the approaches used by the Zooks and Yooks to settle the conflict and their effectiveness.
4. Since the story is open ended, have the students work in teams to devise an ending to the story. They could first be allowed to develop a negative solution and then a positive solution.
5. Allow the students to role play their solution and defend their appropriateness.

Student Assessment:

Students will be evaluated by their

- participation in the discussions, activities, team processes, and their completion of a collage with examples of conflict situations taken from magazines or newspapers;
- ability to define "conflict".

Cross-Disciplinary Applications:

- The use of the book, The True Story of the Three Little Pigs, can be the springboard for other learning. Roles of the three pigs, the wolf, lawyers, a judge, jurors, witnesses, and a bailiff can be assigned. Have the wolf and his defense lawyers prepare to defend his case. The three pigs and their attorneys should prepare a case to prove the wolf's guilt. At the end of the trial, have the jury decide which story is the true story of the three pigs- the traditional one or the account told by the wolf. This would be a terrific introduction to the judicial system.
- Other children's books can be approached in the same way as this one. *Little Red Riding Hood* could be told from the wolf's point of view. Other stories might be: *Anansi, the Spider; The Enormous Turnip, The Gingerbread Boy, Goldilocks and the Three Bears, Hansel and Gretel, The Little Red Hen, The Mitten, The Three Billy Goats Gruff,* and *Tikki Tikki Tembo.*
- For a math connection, students could construct bar graphs that relate to questions about The True Story of

the Three Little Pigs and other such tales. The class could vote on the topic of which version they believe, the wolf's or the pigs'. Results could be tallied, graphed, and displayed. Other questions could be used to gather data for graphing. Some examples of questions to ask: "Which character do you like the best?" "Which wolf do you like best, the one from the pigs' story, or the one from Red Riding Hood?" For a related math lesson, responses from the students about their approaches to conflict resolution could be tallied on the board, and a graph could be constructed from the data.

- Another literary source could be Gulliver's Travels by Swift. The section dealing with the disagreement over which end of the egg to open could be used in the same manner.
- Students could be encouraged to write their own picture book about the importance of peaceful solutions to conflicts.
- Investigate the following "Peace Makers": Abraham Lincoln, Alfred Nobel, Jane Addams, Wilfred Owen, Dick Gregory, Desmond Tutu, Albert Schweitzer, Albert Einstein, Gandhi, Nelson Mandela, Pierre Eliot Trudeau, Mother Theresa, Martin Luther King, Jr., Teddy Roosevelt, Woodrow Wilson, George C. Marshall, Henry Kissinger, Indira Gandhi, Lester B. Pearson, Robert Kennedy, Dag Hammarskjold, Thomas Paine, Mary Wollenstonecraft, Frances Wright, Henry David Thoreau, Frederick Douglass, Annie Besant, Sylvia Pankhurst, Bertrand Russell, Joan Baez, E.F. Schumacher, Germaine Greer, Andrei Sakharov, Lech Walesa, E.P. Thompson, Bob Geldorf. Have the students research and present reports to the class about their contributions to resolution of conflict. Students could also design a commemorative stamp for their person.
- Listen to music with a "Resolution of Conflict" theme: songs from the 60's, "We Are the World", "I'd Like to Teach the World to Sing", "One Tin Soldier", "Last Night I Had the Strangest Dream", "Heal the World". Have students compose their own song encouraging peace and stressing global interdependence.
- Investigate historic violence against other human beings: Pearl Harbor, Hiroshima, killing of the students in Beijing, terrorist bombings in Ireland, mass killings of university students in Montreal, Kent State, the Rodney King beating. Have the students identify reasons for the violence and devise ways to avoid it.
- Select current topics such as: landfill sites, urbanization vs. protection of agricultural land, benefits of radiation vs. harm of nuclear war, use of nuclear energy vs. damage to health, plant fertilization and weed control vs. human health danger, immigration vs. unemployment. Have the students research and debate these topics.
- Hold a Peace Day celebration in your school. The International Day of Peace is celebrated on the 3rd Tuesday of September. Other recognized celebration days or weeks are: Constitution Week- Sept. 17-23; National Good Neighbor Day- 4th Sunday of September; Peace, Friendship, and Goodwill Week- last week of October; World Community Day- 1st Fri. of Nov.; World Wide Peace Day- Nov. 1; Human Rights Week- week including Dec. 10 and Dec. 15; International Forgiveness Week- last full week of Jan.; Human Relations Day- Jan. 10; National Hugging Day- Jan. 21; World Understanding Month- Feb.; Brotherhood/Sisterhood Week- week of Washington's birthday; International Friendship Week- last week of Feb.; National Freedom Day- Feb. 1; Global Understanding Day- Mar. 25; Law Day- May 1; World Goodwill Day- May 18.
- Have the students log TV shows for 1 week. Have them note violence or conflict included in the program. Graph the results. Along with this, have them research the topic- Is violence on TV harmful?
- Read: Aldo Applesauce by Hurwitz (Penguin, 1989); Dear Mr. Henshaw by Cleary (Dell, 1984); The War With Grandpa by Smith (Dell, 1984); Freaky Friday by Rodgers (HarperCollins); Almost a Hero by Bulla (Dutton, 1981); Anastasia at Your Service by Lowry (Houghton Mifflin, 1982); Last Look by Bulla (Crowell, 1979); or, We Didn't Mean To by Addy (Raintree, 1981).

Opportunities for Understanding Other Perspectives:

This entire lesson is devoted to leading students to understanding the perspective of others.

THE FIRST AMERICANS

Carolyn Jolly

Grade/Subject: 4th-6th/Social Studies **Time Frame:** 4-6 45-minute class periods

Concepts: Tolerance and Disagreements: Tolerance of Difference/Opposition, Right to Disagree

Rationale:

The students will gain insight into their own world by examining the cultural heritages of the peoples of the world. The study of Native American cultures enriches Virginia and United States history.

Student Outcomes:

1. Students will explore their own roots, where their families came from, and special cultural traditions.
2. Students will understand various facts, myths, and legends explaining American Indian origins.
3. Students will become familiar with American Indian history from early years to the present.
4. Students will develop an appreciation and understanding of Native American contributions to U.S. society.

Materials:

Encyclopedias, periodicals and other library resources.

Procedures:

1. Have students write all that they think of when they hear the term "American Indian."
2. As you write, have students brainstorm all the various tribes they can name.
3. Have students make an "already know" and "want to know" chart to be posted in the room.
4. Have small student groups research different tribes and prepare reports, mobiles, dioramas, and timelines.
5. Have students present oral and written reports to the class and to other classes.
6. Have students compile all reports on computer and print booklets to be shared with other students.
7. Have students compare stereotypes from their first discussion to what they now know about Indians.
8. Have students name at least ten states whose name's are of Indian origin.
9. Lead a full group discussion about the controversies surrounding the Washington Redskins' name and fans painting their faces and making "war chants" as part of their cheers. (Some American Indians object to the use of the nickname, the face painting, and war chants.)
10. Discuss with students other types of stereotyping and whether this is fair or unfair.
11. Have students make a timeline depicting the origin and history of the American Indian.
12. Invite a Native American to visit the classroom as a resource person.

Student Assessment:

1. Evaluate the written and oral reports on the various tribes, as well as the projects, posters, and murals.
3. Evaluate individual participation in large and small group activities.
4. Have students keep daily journals focusing on their thoughts about the readings or discussions held in class, and use these to evaluate changes in student perceptions and understanding about Indians.
5. Have students keep a collection of newspaper or magazine articles they find about American Indians along with one-sentence summaries of the content, to help evaluate increase in recognition of Indian contributions.

Cross-Disciplinary Applications:

1. The unit uses skills in health, political science, geography, spelling, history, creative writing, research, reading, art, and communication.
2. This project could cross grade levels from third to eighth grades, depending on the intensity of the studies.

Opportunities for Understanding other Perspectives:

This unit should foster an appreciation of Indian Nations, their origins, histories, and contributions to life in the United States as we now know it.

JUSTICE IN THE CLASSROOM: CLASS COURT

Joanne R. Funk

Grade/Subject: 4th-5th/Class Management, Social Studies **Time Frame:** One 45-minute class

Concepts: Court Systems and Procedures: Criminal Justice, Civil Justice

Rationale:

Pre-adolescent students need a structured forum in which to resolve daily conflicts. Through actively participating in case selection and considering different viewpoints and consequences, they will be empowered to take responsibility for their actions and to expect resolution and justice when conflicts arise.

Student Outcomes:

1. Students will use basic court system terminology and follow basic rules of fairness in hearing cases, judging the merit and passing sentences.
2. Students will understand the need for the values of honesty, fairness and justice.

Materials:

A notebook and a pen.

Procedure:

1. Discuss with the students the following needs for a class court: to learn about court processes, to handle class rules infractions, and to help students appreciate other points of view. Allow students to add to this list.
2. Define plaintiff, defendant, witness, judge, sentence, court clerk, case, and record.
3. Explain the class court procedure which follows:
   a. Choose a judge and clerk of the court for the week. Explain what qualities each should have. Later, have the children choose the students to fill these roles.
   b. Set up a court notebook with four columns on a page, each headed with DATE, PLAINTIFF, DEFENDANT, and COMPLAINT. On the notebook's back page, have the clerk of the court record the outcome of each case heard and the sentence.
   c. Have students write or file their complaints in the notebook as they occur. The teacher and judge can decide which cases to hear in the amount of time the teacher wants to devote to the activity.
   d. Explain courtroom decorum for the hearings. The plaintiff and defendant tell the judge their side of the conflict and bring one witness each, if they desire. The judge listens, asks questions, and spends a few quiet minutes deciding the case. The class listens to the judgement and suggests appropriate sentences. The judge decides which sentence should be used and the clerk records the judgement and sentence.

Student Assessment:

Note students' skill development and comprehension as they rotate into the various roles.

Cross-Disciplinary Applications:

Encourage the students to write or draw about their experiences. Add a court artist role.

Opportunities for Understanding Other Perspectives:

Students learn to express their opinions, to hear those of others, and can be encouraged to explore how conflicts are resolved in other settings and cultures different than their own.

CRIMINAL JUSTICE: LAW MAKING AND ENFORCEMENT

Lynn Leavitt

Grade/Subject: 3rd-5th/Social Studies **Time Frame:** 2 class periods

Concepts: Governing Documents and Frameworks: Branches of Government
Court Systems and Procedures: Obeying Rules and Laws, Consequences, Criminal Justice

Rationale:

Young students can develop a more realistic understanding of the lawmaking and enforcement processes in our communities by simulating a town council meeting and by working with law enforcement officials.

Student Outcomes:

1. Students will develop an understanding of the role of the police officer in enforcement.
2. Students will develop and practice abilities of listening to and analyzing information.
3. Students will develop and practice effective decision making skills.
4. Students will demonstrate a rudimentary understanding of the purpose of legislative hearings.

Materials:

Local newspapers; T.V.; large sheets of paper; drawing paper, pencils, crayons, markers, and paints.

Procedure:

Learning Activity I - Newspaper Activity

1. While working individually or in small groups, have students find articles that relate to enforcing the law. and make charts of laws that were broken and the consequences (or predictions of consequences if not noted).
2. A bulletin board may also be created with these articles.

Learning Activity II - Using the Media

1. Using charts with headings ACTION and CONSEQUENCES, have students watch broadcasts and keep track of actions and consequences. Do the same with a newspaper. Have a contest for gathering the most information.

Learning Activity III - Police Visit

1. With police officer present, have students list what they think police do based on movies and on TV. On large class chart, write ideas under the heading TV/MOVIES.
2. Have officer respond to list and present real life information about what police do. In a second column headed YES/NO, indicate the accuracy of each student idea. Discuss the accuracy of TV and movies.

Learning Activity IV - No Vehicles In The Park

1. Have students read "No Vehicles In The Park" (See Section II); assign council and exception-seeker roles.
2. Simulate a council hearing on exceptions to the new law. Use local legislator to help debrief.

Student Assessment:

Students may be assessed by their participation in the newspaper activity, by their lists of actions and consequences, and by using the assessment sheet on the following page.

Cross-Disciplinary Applications:

These activities cover verbal and written language and drama, as well as social studies.

Opportunities for Understanding Other Perspectives:

Opportunities may arise based upon the diverse situations they find in the media they observe.

NAME/GROUP_____

ACTIVITY_____

SUBJECT AREA_____

STUDENT ASSESSMENT SHEET

The best thing about this activity was:

The thing(s) I liked least about this activity was:

How I contributed to the activity:

The information I can use from this activity is:

My feelings about the activity:

Do you think this activity should be done for other classes?

STRETCH TO XL

Janice G. Davis

Grade/Subject: 3rd-5th/Social Studies **Time Frame:** Five 45-minute class periods

Concepts: Governing Documents and Frameworks: Sources/Uses of Authority, Constitution and Bill of Rights
Community Needs vs. Individual Rights: Democratic Values, Majority vs. Minority

Rationale:

In our society today there is a need to appreciate and respect others' rights and opinions.

Student Outcomes:

1. Students will work together and come to group consensus about their survival needs on a new space colony.
2. Students will be able to set up a government for the new colony and write a Constitution and Bill of Rights.

Materials:

Calculators, 12 Sears or J.C. Penney catalogs, 1 journal per group, STRETCH fact sheets (follow description of program); copies of the U.S. Constitution and Bill of Rights, picture copies of the Bill of Rights, large pieces of parchment paper or paper soaked in strong tea, black ink pen.

Procedure:

Note: Each step represents one 45-minute class period.

1. Divide class into groups, and have them elect leaders and secretaries. Give each group a STRETCH fact sheet, calculators, and journal. Instruct groups to brainstorm a list of items they will need to survive on the colony of STRETCH. Provide brief guided discussion in analyzing different needs. By the end of this session the group should have the list of items they tentatively think they will need.
2. Set the stage by stating the goals and rules. Have groups come to consensus on what they think will be necessary to survive as a group. Each group member must be allowed to share his/her opinion. Using catalogs, have students calculate the weight and cost of the items they want to bring. Since they need to stay within the weight limit and money allotted per group, have them come to consensus about adjustments they must make to their lists. (Note: Teacher should stay removed from this process.)
3. Have whole class come together and write items on the board. After each group has shared what it thought was important, have whole class vote on what items it now feels are necessary for survival.
4. Have students return to their groups. Give students the STRETCH Government fact sheet and a copy of the U.S. Constitution, Bill of Rights, and picture copy of the Bill of Rights. Instruct all group members to contribute one right they feel is important to individuals living on the colony of STRETCH. Encourage groups to be original. Have each group explain in writing why they believe their rights are important and write their Constitutions and Bills of Rights on large pieces of parchment paper.
5. Have groups present their plans to the whole class. After each group has explained its plan, have the whole class vote on the one it thinks best protects the rights of all the individuals living on STRETCH. Have whole class sign the Constitution that receives the most votes.

Student Assessment:

- Assess journal entries from step 2 to check the accuracy of weight and money calculations.
- Observe groups during work sessions to make sure students respect each others rights as group members.
- Evaluate the oral presentations of each group

Cross-Disciplinary Applications:

This program incorporates social studies, math, science, reading, written and oral language, and art.

Opportunities for Understanding Other Perspectives:

Have students compare their lists with those that children from other countries (such as Somalia or Bosnia) might make.

Student Handout

STRETCH FACT SHEET

Your group is on its way to start the colony STRETCH on planet XL. The government has sent scouts ahead and they have built a large warehouse for you to stay in. It has three rooms, a kitchen, bathroom, and a great room. The kitchen has a stove, sink, and refrigerator. The bathroom has a toilet, shower, and sink. The great room is 24 feet by 24 feet and is empty. In the warehouse there is a gasoline powered generator for electricity. There is a three year supply of water available.

Each person in your group has been allotted $1,200.00 for supplies and is allowed to bring 300 pounds on the space shuttle. Your mission is to plan what supplies you'll need to survive one month on the colony of STRETCH before others join you.

Good Luck!

Student Handout

STRETCH GOVERNMENT FACT SHEET

The colony of STRETCH is now under way thanks to you. More and more people are planning to come. It is very important that you set up a constitution for the new citizens of STRETCH before they arrive. (Remember a constitution is a set of rules and laws that tells how a government is organized and run.) Your group is now in charge. What type of government will you set up and what rights and responsibilities will the citizens have?

Your mission now is to write STRETCH'S constitution and prepare a Bill of Rights for it. The success of the colony is now in your hands.

Good Luck!

FREEDOM OF RELIGION AS GUARANTEED BY THE BILL OF RIGHTS

Carolyn Jolly

Grade/Subject: 4th-6th/Social Studies **Time Frame:** 4-6 45-minute class periods

Concepts: Community Needs vs. Individual Rights: Democratic Values, Majority vs. Minority

Rationale:

Students will be more likely to accept differences in others if they realize that some of these differences are guaranteed and protected by the Bill of Rights.

Student Outcomes:

1. Students will become familiar with the Bill of Rights, particularly the First Amendment's free religion and establishment clauses.
2. Students will discuss and understand several pertinent Supreme Court cases related to religious freedom.

Materials:

Copy of the Bill of Rights, newspapers, magazines, Issues of Law and Citizenship (published by Virginia Institute for Law and Citizenship Studies).

Procedure:

1. Read aloud and discuss with students the following religious freedom cases from Issues:
   a. Reynolds v. United States, 98 US 145 (1878)
   This case involved a Mormon who had more than one wife and claimed that this was his religious practice. A lower court convicted Mr. Reynolds of polygamy. The case was taken to the U.S. Supreme Court. There, the ruling came back that polygamy was not acceptable even if tied to a religious practice because various religious practices could not become superior to the law of the land. (This case could be easily tied into a discussion of Muslim belief that a man may have up to four wives under certain conditions).
   b. Wisconsin v. Yoder, 406 US 205 (1972)
   In this case two Amish individuals desired to keep their fourteen and fifteen year old children at home, even though the law required school attendance until the age of sixteen. The Supreme Court ruled that the Amish had consistently shown an alternative method of vocational training (agricultural). Therefore, their fourteen and fifteen year old children could be permitted to receive vocational and religious training at home.
   c. Employment Division, Department of Human Resources v. Smith, 110 S.CT. 1595 (1990)
   This case involved two men who had been fired from their jobs with a private drug rehabilitation organization because they had taken drugs during a religious ceremony. The U.S. Supreme Court ruled that religious practices could not break the law. Therefore, the agency was within its right to fire the two men.
   d. Engle v. Vitale, 370 US 602 (1962)
   In this case several New York public school students objected to their classes being asked to voluntarily recite a non-denominational prayer. The Supreme Court ruled that voluntary class prayers violated the First Amendment's Establishment Clause which prohibited the government from sponsoring any religious activities.
   e. Lemon v. Kurtzman, 403 US 602 (1971)
   The Supreme Court ruled that state governments could not provide public aid to religious schools.
   f. Lynch v. Donnelly, 104 S.Ct. 135S (1984)
   The argument here was over the inclusion of a creche, which is a religious symbol, in a Christmas scene erected by the city of Pawtucket, Rhode Island.
   g. Board of Education of Westside Community Schools v. Mergens, 110 S.Ct. 2356 (1990)
   In this case, the Supreme Court supported a high school girl's request to form an after school bible study

club which would meet on school grounds but would not have a faculty sponsor. The Court said such a club fell under the directive of the federal Equal Access Act and did not violate the Establishment Clause.

h. Lee v. Weisman (Decided June 24, 1992)
A public middle school student in Providence, Rhode Island objected to having a non-denominational prayer at her graduation. The Supreme Court ruled that such a prayer was unconstitutional.

2. Have students keep a written journal and react daily to cases discussed in class.
3. Have students form small groups to debate certain cases.
4. Have students survey parents or other adults to check their knowledge or awareness of religious laws.
5. Have students play "Take A Stand" (see description under Standard LRE Strategies). Examples of statement might be: "People should be judged by how they act, not by how they look" or "No people are superior to other people".
6. Have students keep a scrapbook of related newspaper or magazine articles and their written reactions.

Student Assessment:

- Observe student participation in large group activities to gauge understanding of constitutional issues.
- Review daily journals of reactions to measure student understanding of the legal and religious issues.
- Review scrapbooks to measure increases in understanding of First Amendment religion clauses.

Cross-Disciplinary Applications:

This unit involves critical reading, listening, and writing skills, as well as social studies skills.

Opportunities for Understanding Other Perspectives:

- Students discuss and evaluate the implications of these court rulings on their lives and those of others today.
- Many of the cases involve values or beliefs other than those which are familiar to the students. This presents an opportunity to teach perspectives of others.

Bibliography:

Donald Duk ($10.95)--This book follows a 12 year old Chinese-American as he tries to understand his place in the world. [Coffee House Press, 27 N. Fourth St., Suite 400, Minneapolis, MN. 55401; 612-338-1225]

"Rising Voices" ($12.95)--Writings of young Native Americans [MacMillan Publishing Co., 100 Front St., Riverside, NJ 08075; 800-257-5755]

One More River ($14.00)--This is the search of a family for their Jewish identity. [William Morrow & Co., 1350 Avenue of the Americas, New York, NY 10019; 212-261-6500]

World Cultures (20.95)--Book/cassette kits for all age groups; include maps, glossaries, study guides; emphasis placed on Ghana, Zimbabwe, Cambodia, and Vietnam. [World Music Press, PO Box 2565, Danbury, CT 06813-2565; 203-748-1131]

Year of Impossible Goodbyes by Sook Nyul Choi ($13.95) [Houghton Mifflin, Boston, MA 02108; 800-733-8786]

"Cultural Journeys: 84 Art and Social Science Activities from Around the World" ($24.95)--[Learning Publications, PO Box 1338, Holmes Beach, FL 34218 (800) 222-1525]

RACE AND THE LAW

Lynn Leavitt

Grade/Subject: 3rd-5th (secondary applications possible)/Social Studies **Time Frame:** 1-3 class periods

Concepts: Equity in Pluralistic Society: Equal Career Opportunities for All, Representation of Minority Views

Rationale:

In our diverse society, it is important to understand difficulties in communicating when different languages are spoken. Students should become familiar with information a person needs in order to become a U.S. citizen.

Student Outcome:

1. Students will demonstrate skillful thinking, problem solving, effective communicating and collaborating.
2. Students will demonstrate an understanding of what is faced by those with limited English speaking skills.

Materials:

Paper and pencil or pen.

Procedures:

(Note that the first activity is written for a class with students of diverse language backgrounds)

Learning Activity I: Making Laws - A Lesson in Cultural Diversity

1. Ask the class what it might be like to be unable to communicate in a society. Tell them that today they will have an experience to help them to understand what that might be like.
2. Choose five students, including those that speak a language other than English, but making sure not to choose children who speak the same language. Explain that each is to speak a language other than English, and English-only children can use gibberish. Tell them they are to make six school rules when you give the signal. Have observing students listen to techniques used and be ready to discuss them and to make suggestions for other methodologies. Give a starting signal and have them involved in the task for about five to ten minutes. After the time has passed, stop the discussion. Have a spokesperson from the speaking group tell the class what rules were decided upon. Debrief the whole group by discussing problems that arose, solutions, and implications in the real world for those who have limited or no English language skills.

Learning Activity II: Creating a Naturalization Test

1. Prepare students with discussion on what is involved to become a U.S. citizen. Ask what they think a person should accomplish to become one, what responsibilities come with citizenship, and what knowledge is important.
2. Break students up into small groups or for independent work if they so choose. Instruct them to make up a test that people would have to pass to become a citizen. Let them decide if the test should be written or oral and what the criteria for passing should be. Have each group write down their tests within the allotted time.
3. Share tests with whole group. Have students justify questions they would ask and why it was oral or written. Discuss levels of difficulty or questions. Debrief group at end of activity by discussing difficulties faced by those who are trying to become citizens and processes used by the groups to determine test requirements.

Student Assessment:

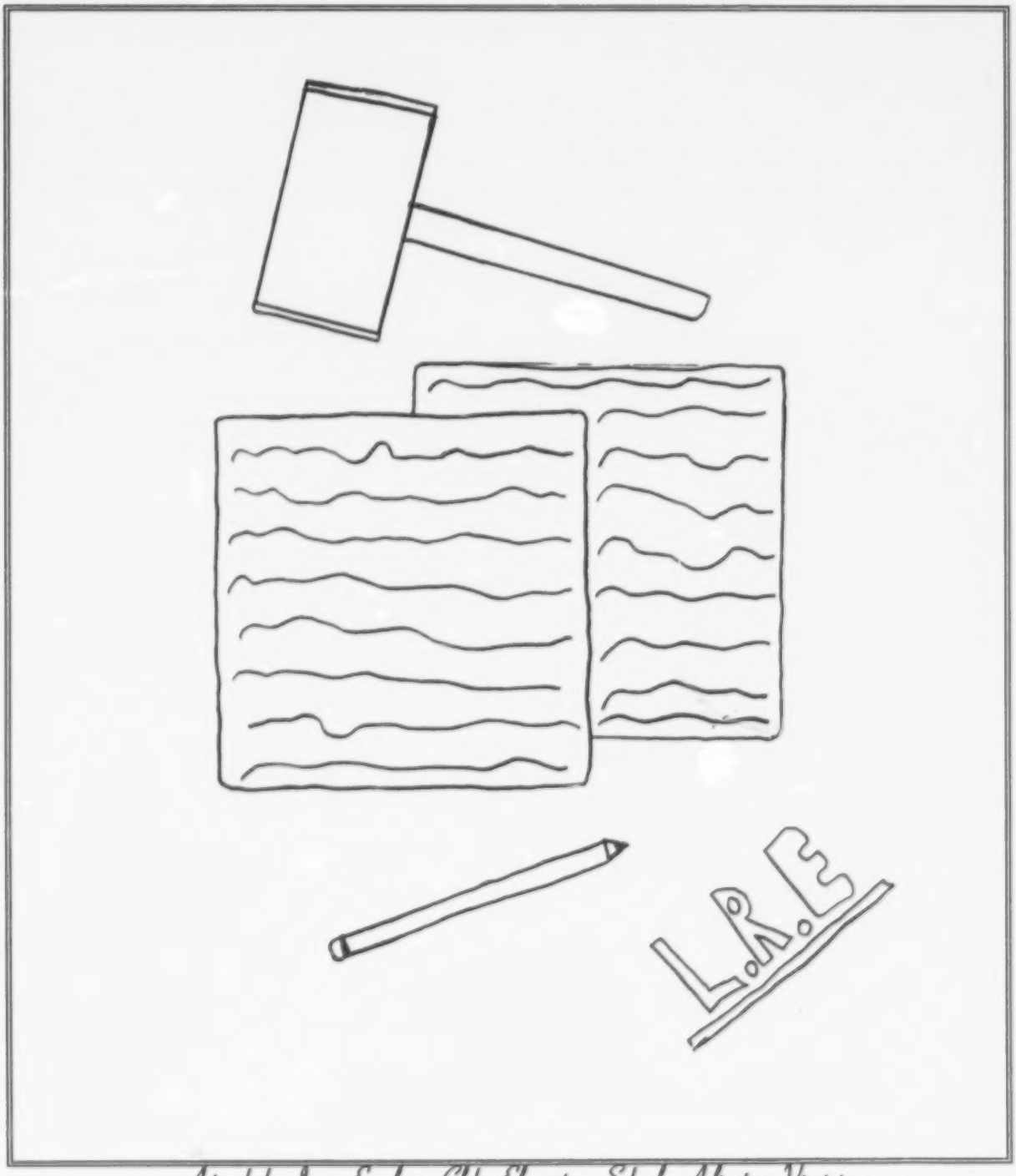
Use the assessment sheet on page 59 and written and oral participation.

Cross-Disciplinary Applications:

This program of study covers writing, history, and government.

Opportunities for Understanding Other Perspectives:

These lessons should create an awareness of difficulties and challenges encountered by immigrants in oral and written communication in English and what knowledge might be required to become an effective U.S. citizen.



Artwork by Jason Escalona, Globe Elementary School, Arlington, Virginia

POLICY MAKING

Peter Fisher

Grade/Subject: 8/Social Studies **Time Frame:** Four to six class periods

Concepts: Foundations and Interpretations: Role of Democratic Process

Rationale:

An understanding of policy making can be developed through simulation and active involvement.

Student Outcomes:

1. Students will practice using critical thinking, problem solving, communicating, and collaborating skills.
2. Students will demonstrate an understanding of the ways in which involved citizens may influence legislation.

Materials: Pen and paper; access to needed resource people.

Procedure:

Learning Activity I

1. Form small cooperative groups; have students brainstorm current problems facing the school, community, state, nation, or world and select one for further consideration. Include enumerating, grouping, and labeling problems, making generalizations and generating questions regarding the problem, and finding answers.
2. Have students brainstorm possible solutions, evaluate solutions, and write them up as proposal packages.
3. Have students present their proposals, get feedback, and revise them. Include student summary presentations of problems and proposals; clarifying questions from class; dissenting and concurring opinions by class; rebuttals by sponsors; voting by full class; and revisions and re-voting, if needed.
4. Have students correspond with legislative authorities (i.e. member of school board, city council, Congress, General Assembly) regarding their problems and proposed solutions.
5. Debrief by stressing the scope of problems and solutions and the process by which they become manageable.

Learning Activity II

Note: Activity adapted in part from "Save the River", in River Times, Richmond Math & Science Center, 1987.

1. Set up for activity by forming small groups and assigning roles (chairperson, recorder, reporter).
2. Explain that a Virginia legislator is polling special interests' reaction to a number of task force proposals regarding the continued destruction of the James River ecosystem. Each student group will play an interest group (environmental action, taxpayer, water recreation, farmers, business, and teachers).
3. Poll interest groups, record and display responses to each of the following proposals: a) require businesses to install tertiary treatments; b) establish bufferstrips along river closed to development of any kind; c) build a floodwall along downtown Richmond; d) install fishladders on dams; e) build a regional education center.
4. Explain that the situation has now changed. The legislator, having considered the special interest concerns, must now announce his position on the proposed "clean-up package". Have students play the role of advisors to the legislator. Poll students on the following recommendations to the legislator: he/she should a) voice deep concern and vow to study the problem further; b) voice support for the package and vow to fight for its passage; c) voice opposition to the package and vow to fight its passage; d) voice support for some of the proposals, opposition to others, and vow to work to amend the package.
5. During debriefing, consider the role of special interests and consensus building in making public policy.

Student Assessment:

Include self, peer, and teacher evaluations of both process and product using checklists, scales, and observations.

Cross-Disciplinary Applications:

This program is built around an environmental problem and will utilize Science and English skills.

Opportunities for Understanding other Perspectives:

Through role playing, students develop and refine their ability to see issues from others' perspectives.

JUSTICE: FAIRNESS AND JUSTICE

Peter Fisher

Grade/Subject: 8/Social Studies **Time Frame:** Two class periods

Concepts: Fairness and Justice: Ethical Behavior

Rationale:

It is important for students to understand and recognize ethical behavior in themselves and others.

Student Outcomes:

1. Students will utilize critical thinking and communication skills.
2. Students will demonstrate a rudimentary understanding of Kohlberg's stages of moral development.

Materials:

Copies of "John and Mary Story" handout, chart of Kohlberg's Levels of Moral Development, posters of rock music groups.

Procedure:

Learning Activity I: John and Mary Story

1. Have students read the "John and Mary Story" and rate characters on a scale of 1-5.
2. Record and display student responses on a matrix. Do a composite rate of characters on a scale of 1-5 based on student responses.
3. Have students place characters on Kohlberg's Levels and explain the placement.
4. Debrief with a focus on student rationale for assessment of the characters' behavior.

Learning Activity II: Rock Music Posters[1]

1. Display a rock music poster. Have students write down 10 associations with those pictured. Collect what they've written.
2. Form a class composite of those pictured.
3. Debrief by discussing the validity of the associations made with a focus on the meaning of prejudice.

Student Assessment:

Teacher observation and judgement of student input.

Cross-Disciplinary Applications:

Literature, math/graphing

Opportunities for Understanding Other Perspectives:

By discussing the issues in the "John and Mary" story, students will benefit from the input of their peers' way of thinking.

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[1] "Rock Posters" is adapted from the lesson "Beauty is More than Skin Deep" in Teaching the Past Describes Today...Tomorrow - Human Rights Education - Focus: The Holocaust, Social Studies Service: Virginia Department of Education.

"John and Mary Story"

There once was a girl named Mary. She was in love with a boy named John. They were to be married. John loved Mary because she had never been kissed. This was so important to him that he would refuse to marry a girl who had been kissed.

They lived in a town that was divided by a river. John lived on one side of the river and Mary lived on the other side. The night before the wedding there was a big rain and the bridge was washed out.

Mary now had to find a way to get to John's side of the river where they were to be married. There were only two men on her side of the river who had boats, Tom and Rick.

Mary went to Tom's house and knocked on the door. When he answered, she asked him if he would take her across the river. He replied that he would and that his price was a kiss. Mary refused and left.

She went to Rick's house and knocked on the door. He answered and she asked him if he would take her across the river. He slammed the door in her face.

Mary now had no choice, but to accept Tom's demands. She felt very bad about the decision, but was willing to make the sacrifice in order to marry John.

She went back to Tom's house and accepted his terms. Tom took her across the river. On the other side, he demanded a kiss. Just as Mary kissed Tom, John came along and saw them.

John then told Mary he would not marry her because she had been kissed. Mary was heartbroken and began to cry. Harry then came along and asked her why she was crying. She told him her story. Harry said that he had always loved her and he wanted to marry her, just for herself. He did not care whether or not she had been kissed.

STATES . . . LAWS, LAND, LIFESTYLES

Bonnie B. Stinnett

Grade/Subject: 7/Language Arts or Social Studies **Time Frame:** Five 90-minute periods

Note: This unit can be used during language arts or social studies classes and was originally designed to be used during non-consecutive block time periods as a part of multidisciplinary team instruction. It can also be done in ten 45-minute sessions, and it can be adapted for use in the 5th to 12th grades.

Concepts: Comparative Rules and Laws: States, Common/Statutory/Case Law

Rationale:

After gaining an understanding, through constitutional study, of the power distribution between federal and state governments, students need to learn specific powers given to states and how laws differ from state to state.

Student Outcomes:

1. Students will learn to work together cooperatively.
2. Students will learn to evaluate their own and their group's performance (see attached evaluation forms).
3. Students will produce a group product on a state depicting its laws, land, lifestyles and the relationship between the three.
4. Students will demonstrate an understanding of state laws and how they may differ from state to state.

Materials:

Reference books and assorted materials which include information on laws of the 50 states; various state constitutions; art supplies, including poster board, magazines for pictures; any materials which the creative instincts of the students within a group deem necessary to produce a quality product.

Procedures: *Note: this unit is part of a larger project on states.*

Learning Activity I

1. Following the complete study of the U.S. Constitution, refer back to parts in the document that deal specifically with the states (Article IV, 10th amendment).
2. Point out that states' powers are not specifically listed in the U.S. Constitution.
3. Lead the class in a brainstorming activity and make a list on the board of legal powers held by states, such as marriage laws.

Learning Activity II

1. Students now have the understanding of state laws as opposed to federal laws and shared jurisdiction. Discuss how state laws on a specific matter, such as marriage, may differ from state to state.
2. Break students into heterogeneous groups for a cooperative learning activity in which each group will produce a poster board brochure on the state selected by that group. The product must depict, in some creative way, 10 to 15 laws of that state (along with other information--see the Cross-Disciplinary Applications section). As much as possible, the laws should be tied in with this other information in some way. (Ex: If highways are discussed or brought out in some way on this state brochure, a state law concerning highways would be presented.)
3. Each heterogeneous group completes its state brochure through research and cooperative interaction.
4. Students evaluate themselves and their group's performance in completing the assignment as directed (see attached forms).

Learning Activity III

1. With all brochures displayed, have the class observe and compare the laws of each state researched for similarities and differences.
2. Have student volunteers create additional visual aids of choice (graphs, charts, etc.) from these comparisons

for further display.

Learning Activity IV

Debrief what was good about this activity and what could be done to make it better.

Student Assessment:

Assess each individual based on a composite of the group Assessment (25% of overall score), the Individual Assessment (25%), the Product Assessment (25%), and the Teacher Observation (25%).

Cross-Disciplinary Application:

This is an interdisciplinary project with state laws being the major emphasis. In addition to state laws, each brochure must cover something from all the following disciplines (part of the land and lifestyles portion of the larger unit on the states):

History - information on that state's history should be evident
Government -information on that state's government required
Geography - maps, landforms, topography, rural-urban population distribution, etc.
Math - these skills should be used in the form of graphs, charts, etc. using statistics on that state
Science - natural resources, wildlife information, etc. in that state would be addressed
Economics - information on the economy, occupations, financial problems, etc. in that state must be presented
Art - evident in the creation of the brochure itself

Opportunities for Understanding Other Perspectives:

Students at the middle school level are usually aware of the population distribution in the U.S. relating to cultural and racial concentrations. Through the information that they will acquire from individual state statistics, they will learn more about this. When the states are compared in various ways, the students will acquire a better understanding of regional, cultural, and racial population distribution throughout the nation. This can lead to many interesting discussions to better understand social issues and problems that are strong in one area of the nation while not in another.

Group Member's Name_____

It will require both classwork and homework on your part (as with all group members) if your group is to complete a worthy project on time.

This is your individual plan of action sheet. You must keep it up to date by writing in the proper information for each day at the end of that class period. This will serve as a part of your evaluation. Leave it attached to your individual evaluation sheet.

Individual Plan of Action			
Week of:	WHAT DID I DO IN CLASS TODAY TO HELP MY GROUP AS WE CONSTRUCTED THIS PROJECT?	WHAT HAS MY GROUP ASKED ME TO DO AT HOME TONIGHT SO THAT THE GROUP CAN MOVE ON TO THE NEXT STEP TOMORROW?	WHAT MATERIALS HAVE I AGREED TO HAVE HERE TOMORROW FOR MY GROUP TO USE IN ORDER TO MOVE ON TO THE NEXT STEP?
	Did I participate as expected by my group each day this week? ____	Did I come each day with all homework done as asked by my group? ____	Did I always have the materials I promised to have each day? ____

Individual Evaluation **Name**_____

How Helpful Was I?	**YES**	**NO**	**VERIFY**
1. When I knew an answer or had an idea, I shared it.			
2. I encouraged others in my group.			
3. I used their names in talking to them.			
4. I felt encouraged by people in my group.			
5. When my answer was not the same as others, I tried to find out why.			
6. When I did not understand something, I asked my partners.			
7. When my partners did not understand or were having trouble, I tried to help.			
8. I checked to make sure everyone understood what I meant and did as my part of the task.			
9. I answered any questions that were asked.			
10. I gave explanations whenever I could.			
11. When I had difficulty, I got extra help.			
12. I did my expected part in participating in the group activity.			
13. I always tried to make my group members feel good.			
14. I tried to get others to talk and give ideas.			
15. I listen carefully to what others have to say.			
16. I show I am listening by nodding when the other person is explaining his thoughts to us.			
17. I say "That's Good" to others when I like an idea.			
18. I ask other members questions.			
19. I pay attention to others in my group.			
20. I listen and really try to answer questions.			
21. I do not talk <u>most</u> of the time.			
22. I <u>do</u> talk my expected part of the time.			
23. I stay on task.			

How can I be helpful to my group?_____

_____

What can I do to make my group better?_____

_____

Group Evaluation **Group**_____

Write YES or NO in each space under each individual's name:

Name of Group Members	_____	_____	_____	_____
1. Did this member help in brainstorming - in coming up with ideas?	_____	_____	_____	_____
2. Did this member remain seriously involved in pulling together the ideas for the completed product?	_____	_____	_____	_____
3. Did this student come prepared with needed materials for his share of the work?	_____	_____	_____	_____
4. Did this student complete his assigned part of the group task?	_____	_____	_____	_____

How Productive Were We As A Group?

1. Effective Use of Time:

1	2	3	4	5	6	7
Much time spent without purpose		Got off track frequently		Did well, once we got our ideas clear		No wasted effort stayed on target

2. Development of Ideas:

1	2	3	4	5	6	7
Little done to generate ideas		Ideas were imposed on the group by a few		Friendly sessions but not creative		Ideas encouraged and fully explored by all

3. Ability to Decide Issues:

1	2	3	4	5	6	7
Poor resolution of differences		Let one person rule		Made compromises to get job done		Genuine agreement and support from all

4. Overall Productivity:

1	2	3	4	5	6	7
Did not accomplish our goal		Barely accomplished the job		Just did what we had to		Highly productive session, reached goal and beyond

What one word would you as a group use to describe how the group worked on this activity?_____

What one word describes the way you would like the group to work (or be)?_____

List the things you as a group or as individuals need to do to get to that word?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

STUDENT_____

Following are the individual factor grades as they were averaged to get your final cooperative learning project grade.

Group Assessment		Individual Assessment		Product Assessment		Teacher Observation		Other		FINAL
_____	+	_____	+	_____	+	_____	+	_____	=	_____

TEACHER_____

"He Said/She Said": A Search for the Truth

Lynda Dunnigan and Stanley Jones

Grade/Subject: Middle School/Civics **Time Frame:** Two 50-minute Class Periods

Note: This lesson was drafted for a school which was experiencing racial tension. The scenario may be adapted to substitute other sources of conflict that are realistic and age appropriate for a particular class.

Concepts: Court Systems and Procedures: Due Process, Order, Conflict Resolution

Rationale:

The legal system's process of gathering and presenting evidence can be useful tools for middle school students, whose decisions are often influenced more by peer pressure than the truth.

Student Outcomes:

1. Students will be introduced to analyzing information and using evidence.
2. Students will practice differentiating between facts and opinions.
3. Students will practice note taking and debriefing.
4. Students will develop a better understanding of and sensitivity to issues of racial prejudice.

Materials: "He Said/She Said" scenario handout.

Procedure:

Learning Activity I Day-1

1. Ask students how many have become involved in a dispute with their friends as a result of something they have been told. Tell students that in a court of law, before a judge or jury rules on a case, they hear evidence and use it to determine the truth of an allegation. Ask how many students carefully weigh all of the facts before taking a side in dispute among friends. Explain that the class will simulate a situation to show the difficulty in determining the truth.
2. Ask three students to volunteer to leave the room. Once the students have left the room, explain to the rest of the class that when one student is called back in you will give him/her the information that you are going to give them now. Tell them to write down all pertinent facts as the scenario is read.
3. Call in the first student; read the scenario; have him/her repeat the scenario to the class, then go to the hall and repeat the facts to student #2. Repeat the process for student #2 and then #3. While "witnesses" confer, have class compare notes.
4. Bring all the students together and debrief. Consider how much factual information was lost between student #1 and student #3 and whether or not student #3 would be a reliable witness for the principal? Hand out the scenario and assign students to develop a fact sheet from the scenario as homework.

Learning Activity II - Day 2

1. Examine fact sheets. Divide class into two groups. Assign group one to develop a fact sheet for Yolanda, and group two to develop a fact sheet for Mary.
2. Choose three student volunteers to role play Mary, Yolanda, and the principal. Have the class develop consensus on the appropriate disciplinary action for the students. Debrief the entire unit.

Student Assessment:

Assess students based on their verbal participation in group discussions, their fact sheet homework assignments, their note taking skills, and their ability to differentiate between fact and opinion.

Cross-Disciplinary Applications:

In addition to peer mediation and conflict resolution, this lesson may be used for an analytical writing assignment.

Opportunities for Understanding Other Perspectives:

This lesson is ideal for addressing varying perspectives in cross-cultural conflicts or conflicts, in general.

"He said, She Said": A Search for the Truth

Mary and Yolanda, seventh graders, have never been close friends although they have gone to school together for the past five years. On Thursday, Mary asked to see Yolanda's report for history as they were waiting for their buses. Yolanda's bus arrived before Mary finished reading the paper. Mary asked Yolanda to let her keep the paper until the next day. Before a discussion could take place, the bus was ready to leave, so Yolanda begrudgingly said yes as the bus pulled away.

When both girls arrived at school on Friday, Yolanda waited by Mary's locker to retrieve her paper. Mary's bus was late and there was only five minutes left before the first period bell would ring. When Mary came running in Yolanda asked, "Where is my paper?" Mary responded, "I don't have time to talk to you right now. I am running late for a first period test. I'll see you later." Sam, Ray, Curtis and Dana were standing close to the locker when the conversation between Yolanda and Mary occurred. Mary hastily took books from her locker, placed them in her book bag and turning, threw them over here shoulder. The book bag hit Yolanda throwing her off balance and pushing her into Ray, who yelled, "Hey, why don't you watch where you are going?" Yolanda responded, "Don't get off on me. It's that girl you need to talk to," pointing to Mary as she quickly ran down the hall. As Mary rushed to class, Yolanda shouts, "I am going to come looking for you later today, you hear." Yolanda then turns and walks down the hall mumbling to herself, "That white girl gets on my nerves, this time she has gone too far. When I see her we're going to have it out."

Later at lunch, Yolanda and Mary were overheard arguing. Mary said, "Back off girl, I told you I would give it (the history report) back. I said I'm sorry, I'll bring it to you on Monday." To which, Yolanda replied, "Now your are really getting on my nerves. Don't go messin' with me. Just give me my paper, and you better have it on Monday or else you and me are going to have more than words."

On Monday, Yolanda and Mary were sent to the principal's office because of a fight that erupted in the locker area before school. Neither girl was talking, but Yolanda was clutching a badly crumpled and stained paper, that appeared to be a history report.

The student handbook specifically says that anyone caught fighting will be suspended from school and may face further disciplinary action.

COURT TOUR

Janie Laemel

Grade/Subject: 8/Civics **Time Frame:** 1 month, includes a field trip

Concepts: Court Systems and Procedures: Due Process, Order, Conflict Resolution

Rationale:

Court tours promote student interest and enthusiasm and lead to fuller understanding of laws which affect them. This, in turn, leads to greater respect for their legal and judicial systems.

Student Outcomes:

1. Students will be introduced to the civil and criminal judicial system of the state.
2. Students will be introduced to legal questioning techniques, critical thinking, and oral advocacy skills.

Bibliographic Materials:

Living Law: Civil Justice, New York: Scholastic Book Services, 1978; Living Law: Criminal Justice, New York: Scholastic Book Services, 1978; A Handbook for Jurors, Judicial Council of Virginia, Richmond, Virginia; The Judicial System: Journey to Justice, Office of the Executive Secretary, Supreme Court of Virginia, Richmond, Virginia; So You're 18, Virginia Lawyers Auxiliary, Richmond, Virginia; Virginia Court Docent Program, Carrico Commission on Law-Related Education, Richmond, Virginia; Virginia Courts in Brief, Office of the Executive Secretary, Supreme Court of Virginia, Richmond, Virginia, Virginia Small Claims Court Procedure, (information pamphlet).

Procedure:

Learning Activity I

Provide background information to the students regarding a brief history of Virginia's court system; maps of Virginia's judicial circuit and districts; officers of the courts; basic principles of civil and criminal law procedures; steps in a trial; the jurisdictions of Virginia General District Courts; Juvenile and Domestic Relations Courts, Circuit Courts, Court of Appeals, and Supreme Court.

Learning Activity II

Contact the Virginia Court Docent Program, your local bar association, or the clerk of your circuit court to arrange for someone to serve as a guide to students. Take students on the field trip using the following itinerary: talk with a Circuit Court judge, tour the jail, slide presentation in jail (if available), talk with several inmates (if allowed), visit to Circuit and General District Court, meeting with Family Court representatives, and talking with court clerks, reporters, bailiffs, etc.

Learning Activity III

Conduct a mock trial using the procedure outlined in attached materials. Mock trials may draw on historical events, trials of contemporary interest, school and/or classroom situations, or hypothetical fact patterns.

Student Assessment:

Use the mock trial to assess student progress.

Cross-Disciplinary Applications:

Students may write original scripts for mock trials in English class. Students may also keep a journal which can be completed in English. Topics for mock trial could be extended to include animal testing, nuclear energy and other science topics.

Opportunities for Understanding Other Perspectives:

Topics for mock trials can address issues of equality and fairness to minority viewpoints that our nation has faced, such as the internment of Japanese-Americans, Nazi war criminals, segregated public schools, police use of excessive force, etc.

ADDITIONAL ACTIVITIES FOR COURT TOUR UNIT

1. Creating a Visual Representation of the Legal System
   As a culminating activity, students may design a poster, mobile, collage, etc., which represents their interpretations of the American judicial system. Suggested topics:
   * The Legal Profession (i.e. careers)
   * Laws in Action (i.e. traffic lights, protest rallies)
   * Locked-Up (i.e. daily life in jail versus the good life, rehabilitative prison programs.)
2. Analyzing Current Supreme Court Cases
   Each year the Supreme Court hears a number of controversial cases. Students may choose a highly publicized case to analyze:
   * By researching the case through news articles and/or news broadcasts, the students will gather the facts of the case.
   * The teacher may need to show the students the relationship between the issue of the case and the relevant section of the Constitution.
   * The students may be divided into pro and con groups for a debate or panel discussion.

   Another alternative might be to choose a Supreme Court ruling challenged by the other branches of the government, which would exemplify the balance of power in the Constitution (e.g., flag burning ruling and proposed Constitutional amendment).
3. Journal Writing - Following the field trip, have students write about their observations during their court tour. Suggestions:
   Topic: Impressions of the Court Tour Experience
   * Was the trial you observed different from what you expected? Explain.
   * What was the central issue of the case?
   * Who were the parties involved?
   * What was your impression of the roles you observed in the courtroom?
   * Can you predict the outcome of the trial?
   * Did you observe anything unusual?

   Topic: Talking to an Inmate
   * Was the inmate the type of person you expected to be in jail? Explain.
   * How did the person end up in jail?
   * What are your impressions of jail life?
   * Did this jail look like the jails you have seen on TV and in the movies? Explain.
4. View jury training videotape available in the Circuit Court clerk's office.

TRIAL PROCEDURE OUTLINE

1. **BAILIFF**
   Calls the court to order: "All rise, the Honorable _____ presiding."
2. **JUDGE**
   Enters the court room.
   After the judge is seated everyone else may sit down.
3. **CLERK**
   Announces the case title.
   Asks each attorney if he or she is ready.
4. **JUDGE**
   Announces the beginning of the trial.
   Directs the clerk to bring in the jury.
5. **CLERK**
   Swears in the jury.
6. **PROSECUTING ATTORNEY**
   Delivers the opening statement.
7. **DEFENSE ATTORNEY**
   Delivers the opening statement.
8. **PROSECUTING ATTORNEY**
   Calls witnesses to the stand.
   Witnesses must be sworn in by the **CLERK**.
   After the prosecuting attorney questions a witness, the **DEFENSE ATTORNEY** may "cross-examine" the witnesses. The defense attorney does not have to cross examine the witnesses.
9. **DEFENSE ATTORNEY**
   Calls witnesses to the stand.
   Witnesses must be sworn in by the **CLERK**.
   PROSECUTING ATTORNEY may "cross-examine" the witnesses.
10. **DEFENSE ATTORNEY**
    Delivers the closing argument.
11. **PROSECUTING ATTORNEY**
    Delivers the closing argument.
12. **CLERK**
    Announces: "The court will now charge the Jury."
13. **JUDGE**
    Instructs jury on principles of the case.
    Excuses jury to deliberate on the verdict.
14. **JURY**
    Choose foreman (leader).
    Discuss trial out loud.
    Need majority vote for a verdict.
15. **CLERK**
    Asks for verdict.
16. **JURY FOREMAN**
    Delivers verdict.

Cross-eyed, Near-Sighted or Just Plain Blind

Sandra A. Pettigrew

Grade/Subject: 6/Social Studies **Time Frame:** Three to four 40-minute periods

Concepts: Court Systems and Procedures: Due Process, Order, Conflict Resolution

Rationale:

That which appears clear-cut may not always be so. Justice and verdicts are often determined and perceived differently.

Objective:

Students will demonstrate how laws can be interpreted differently, through their role playing of a mock trial.

Materials:

The Verdict, Constitutional Rights Foundation (available on loan from Virginia Institute for Law and Citizenship Studies); black board; chalk; video camera, VCR, and video tapes; Case studies (Rochin v. California, Feiner v. New York, Craft v. Elder and Johnston) from Issues of Law and Citizenship, 4th edition.

Procedure:

Learning Activity I

1. Introduce the lesson by asking students what they know about the Rodney King case. Allow them to brainstorm on why the decision of not guilty was derived from the evidence presented in the first trial and a verdict of guilty derived in the second trial.
2. List on the board the key issues presented at the trials. Divide students into cooperative groups of six. Give each group the same copies of the newspaper articles containing the facts given in the first trial. Have students compare issues they listed with those presented in the newspaper.
3. Have five minute group discussion. Two groups will support the decision of the first jury and give reasons why, while two groups will support the decision of the second jury and give reasons why.
4. Explain to students that just as they view different facts to be more relevant than others, so did the twenty-four jurors who viewed the Rodney King trial. Ask students to verbalize reason why different people might perceive the same situation in different ways.

Learning Activity II

1. Assign each group member a case to analyze. Individually decide what the decision of the court should be based on the facts given for each case. Once all case studies have been reviewed by each member and a decision made for each case, have them compare their answers for consistency. If there are differences of opinion, have them give rationales for their decision before the court's decision is rendered. Debrief this part of the activity with a review of why people perceive situations differently. Explain that the law is very simple, yet very complex; clear, yet vague; direct, yet elusive. Have students brainstorm as to what they think this statement means.
2. Return students to their cooperative groups. Explain that they will create a crime or what appears to be crime. Explain that it should be one which could be interpreted differently, depending on who is doing the interpretation. Explain that this should be an action that they can role play. After a fifteen minute discussion, have students conclude and begin to formulate a play based on their crime. Use the rest of the class period to write the play.

Learning Activity III

1. Reproduce each play so that each group member will have a copy. They are to learn their assigned parts for class the following day. The play should be no longer than ten minutes.
2. Videotape an episode of "The People's Court" on T.V. *(Note: There are limitations for off-air taping. Check with your media specialist.)* Introduce the lesson by having students discuss issues presented in the previous two class periods. As the discussion takes place, begin sending students, who have not already

they think should win the case and why. As reasons are given they will be allowed to change sides.

Learning Activity IV

1. Review the last class period activities by discussing how each case was viewed differently. Explain the rationale for Judge Wapner's decisions in each case. Elaborate on why they agree or disagree with this decision.
2. With the rest of the class serving as jurors; have group members show the video. Give the issues as presented by the Prosection and as presented by the Defense. Once arguments are presented, the jurors will deliberate for ten minutes and render a verdict of guilty or not guilty. They will state reasons for their decisions.

Student Assessment:

Students will be evaluated on their level of participation. Have each team member score other members with a numerical grade of one to five, five being the best grade. Evaluate individual participation using teacher observation.

Cross-Disciplinary Applications:

In this program of study, students utilize social studies, oral, and written language skills.

Opportunities for Understanding Other Perspectives:

The primary focus of this program of study is helping students to learn to recognize and understand the many varied reasons for diverse perspectives.

THE JAPANESE-AMERICAN EXPERIENCE

Janie F. Laemel

Grade/Subject: 7-8/History-Civics **Time Frame:** 1 week

Concepts: Equity in a Pluralistic Society: Representation of Minority Views, Authority, Liberty

Rationale:

Students need to become aware of how frustration, rage, racial prejudice and loss of rights can affect a culture.

Student Outcomes:

1. Students will trace the wartime exile and incarceration of Americans of Japanese descent from their West Coast homes during W.W.II.
2. Students will develop empathy for those who have had their lives shattered by governmental policies.
3. Students will examine how isolation and restriction can affect a culture.

Materials and Bibliography:

"Facts on the Japanese-American Experience" handout; Irons, P. (1990), The Courage of Their Convictions, New York: Penguin (case of *Gordon Hirabayashi v. United States*; (1992), *Korematsu v. United States*, Issues of Law and Citizenship, Richmond: Virginia Institute for Law and Citizenship Studies (804-828-1322); Hiraoka L. and Masugi, K. (1994), Japanese-American Internment, New York: Jack Daws (914-962-6911).

Procedure:

Learning Activity I

1. Present facts on The Japanese-American Experience (See attached).
2. Discuss the themes of isolation and restriction, focusing on what rights were restricted and why. Discuss Executive Order #9066, Committee on Wartime Relocation and Internment 1983, and the Civil Liberties Act 1988. Examine racial prejudice vs. threat to security of the country.

Learning Activity II

1. Do the"Take a Stand" activity described in Section II, Standard Law-Related Education Strategies. Use the following statements:
   - -All persons of Japanese descent living on the West Coast should be relocated to internment camps.
   - -Only 1st and 2nd generation Japanese-Americans should be relocated.
   - -All persons of Japanese descent should be placed under surveillance.
   - -Only Japanese-Americans who are not American citizens should be interned.
   - -German-Americans and Italian-Americans should also be interned.

Learning Activity III

1. Using Issues of Law and Citizenship, have students do case studies (See description and handout in Section II) on one or two Supreme Court cases (Korematsu, Hirabayashi) that upheld the removal and detention of Japanese-Americans.

Student Assessment:

For student assessment use the case studies, oral discussion, journal writings on the themes of isolation and restriction, and written reactions to novels such as *Return to Manzanar, Journey to Topaz,* and *Kim/Kimi*.

Cross-Disciplinary Applications:

ART/MUSIC ACTIVITIES

1. Students find pictures, articles and headlines dealing with the Japanese-American experience. Combine into a collage and present to class. Create original titles.
2. View drawings from *Journey to Topaz, Journey Home,* and *Takashima- A Child in Prison Camp*. Discuss. Students paint and/or draw their own images of internment camps stressing the themes of isolation and

restriction.

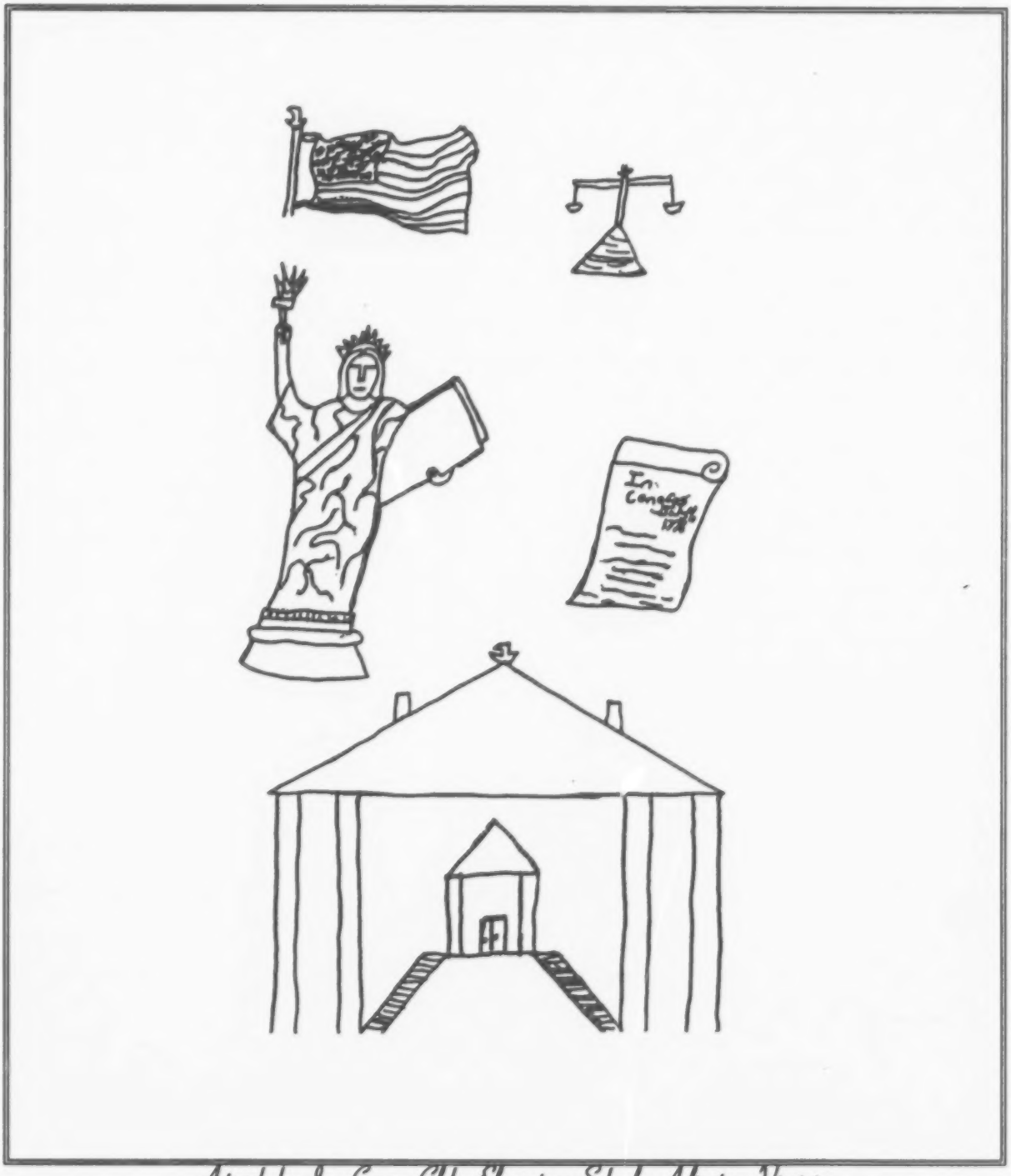
3. Students research Japanese music and report to the class. Play examples of this music. Show the video entitled *Our Musical Heritage: Music of Japan*. Discuss Japanese musical instruments.
4. Stressing the theme of isolation, arrange several objects to be drawn by the class. Students draw only one object, isolating and only concentrating on one part of the arrangement. Does that object become stronger or weaker to the student.
5. Using the theme of restriction, students draw and/or paint using shapes, colors, etc. Example: create a design/picture using only straight lines and warm colors. Is this confining for students? What effect does it create for the students?
6. After studying the Japanese-American experience in social studies, have students draw characteristics of Japanese-American culture that emerged from the internment camps. By isolating the Japanese-Americans and placing them in another environment, what characteristics become prominent? (Illustrate).
7. View the video *Japanese-American* (Handel Film Corp.). Identify stereotypes and illustrate.
8. Investigate and/or demonstrate other forms of Japanese art, i.e. kite making, calligraphy, design of kimonos, etc.
9. Compose a Japanese song paying attention to the five tone scale. Use stories from the internment camps as your lyrics.
10. Compare/contrast ancient Japanese musing to rock/pop Japanese music of today.

Opportunities for Understanding Other Perspectives:

This lesson gives students the opportunity to look at the perspective of Japanese-Americans during this experience.

Facts on the Japanese-American Experience

1. In 1942, Executive Order 9066 was passed ordering Japanese-Americans to report inland to "Relocation Centers", where they were held as possible enemies of the United States after the bombing of Pearl Harbor.
2. 120,000 people of Japanese ancestry, two thirds (80,000) of which were American born, were forced from their West Coast homes into isolated detention camps.
3. 31 "Relocation Centers" were set up to house the detentees.
4. 48 hours were given to sell homes, businesses, property, etc.
5. They were taken by trains with all their belongings in one suitcase to relocation centers.
6. Camps located in isolated desert areas were surrounded by barbed wire, and patrolled by armed troops. They were virtual prisons for the internees.
7. Camp conditions were poor. There was no privacy, little food, and small cots with straw mattresses for sleeping.
8. After December 1944, most internees were allowed to go back to the West Coast. They returned penniless, often to homes, businesses and farms that were gone or in other hands.
9. Hostile crowds threw insults or worse, night raiders terrorized those in rural areas.
10. The forced detentions abrogated seven of the 10 articles of the Bill of Rights.
11. In 1944, a Supreme Court case denied any restitution to the Japanese-Americans.
12. In 1988, the U.S. Senate gave a formal apology to the Japanese-Americans and a tax free payment of $20,000 in reparation to each of the 60,000 surviving former internees.
13. Japanese-Americans have experienced a generational progression throughout history. Nisei, pronounced nee say, is the Japanese name for the children of Japanese families that migrated to other countries. The word Nisei means second generation. The people who migrated are called Issei (first generation). The children of the Nisei are called Sansei (third generation), and their children are called Yonsei (fourth generation). Each generation has faced a different set of experiences unique to their generation.



Artwork by Ian Crowe, Globe Elementary School, Arlington, Virginia

Rules and Laws Evolve as a Society Adapts to Change

The Roots of Our Constitutional Heritage
Thelma Williams-Tunstall

Grade/Subject: 11/U.S. History **Time Frame:** 6-7 days

Concepts: Foundations and Interpretations: History/Evolution of Law

Rationale:
Students need to know and understand the chain of events that brought about the Revolutionary War and the writing of the Declaration of Independence, the Articles of Confederations, and finally the United States Constitution.

Student Outcomes:
1. Students will be able to work individually and in groups to develop, improve, and integrate thinking skills.
2. Students will increase written and oral comprehension.
3. Students will have a better understanding of the colonial period.
4. Students will use their creativity to better understand and analyze major events of American History.
5. Students will develop skills that will enable them to work across disciplinary lines.
6. Students will learn to evaluate themselves.

Materials:
Handouts: The "Heritage of American History Terms" and the "Student Checklist for Oral Reports"; dictionary; one or more American history textbooks; sample action/reaction chart; sequence chain or other mapping diagram.

Procedure: *Note: Each step represents one class period.*
1. Take the students back in time to a period in history known as the colonial period. Have students list words and phrases they might have heard as they listened to colonial conversations. Distribute a list of terms/phrases to be defined by each student. After defining each term/phrase have students develop a timeline.
2. Group students to create an action/reaction chart of the above terms/phrases and explain why their chart is correct.
3. Create a scenario for a written or picture story assignment based on the week's lesson.
4. Have students rewrite the story or picture story and add an introduction.
5. Present stories to the full class.

Student Assessment:
1. Have students in the class evaluate each other based on teacher made evaluation sheets or checklist. Share teacher and students results orally. Have students make any changes needed and pass in a typed copy or a completed picture story to the teacher.
2. Use the student stories to assess their understanding of the terms and phrases of the colonial period.

Cross-Disciplinary Applications:
This program of study has applications in Social Studies, Language Arts, Fine Arts, Math or Economics, Typing and/or Computer Concepts, and Foreign language. *Note: All activities do not have to take place in a Social Studies class. Stories can be written and read in the Language Arts class. Charts and timelines could be drawn in a Math or an Economics class. Mapping diagrams and sequence chains can be constructed in an Art class. All completed assignments can be written in several different languages.*

Opportunities for Understanding Other Perspectives:
Instruct students to include in their stories cross-cultural/multi-ethnic or minority views.

The Heritage of American History Terms

Define or identify the Following:

1. colonial period
2. navigational acts
3. indentured servants
4. enumerated articles
5. sugar act
6. molasses act
7. stamp act
8. quartering act
9. mercantilism
10. declaratory acts
11. Townshend acts
12. "middle passage"
13. triangle trade
14. slavery
15. Sons of Liberty
16. intolerable acts
17. Boston Tea Party
18. Committee of Correspondence
19. Declaration of Rights and Grievances
20. "melting pot"

Assignment II:

Now that you have defined all of the above terms and phases, develop a timeline. Once the timeline is complete you will be able to develop a sequence chain of the events (use the copy of a sequence chain given you by your teacher).

Assignment III:

Review the sequence chain so that you will be able to develop a cause→reaction chart of events (limit events to those listed above). The colonist reacted to every act placed on him by England. Your assignment is to list the acts and write the colonial reaction to each act.

Assignment IV:

Your final assignment is to create a written or a picture story using all of the above terms and/or phrases. If you feel that there are other terms and/or phrases that relate to these events or time periods please feel free to add them.

ACTION-REACTION CHART

Action	Reaction
1.	→1.
2.	→2.
3.	→3.
4.	→4.
5.	→5.
6.	→6.
7.	→7.
8.	→8.
9.	→9.
10.	→10.
11.	→11.
12.	→12.
13.	→13.
14.	→14.
15.	→15.
16.	→16.
17.	→17.
18.	→18.
19.	→19.
20.	→20.

Students Checklist for Oral Reports

(use for group reports)

I. **Oral Presentation**

Grammar _____
Organization _____
Focused on topic _____
Public speaking _____
voice tone and volume _____
confidence _____
Evidence of research _____
Enlightened the audience _____
teaching others _____
summarizing _____
Time Management _____
completed within assigned time _____

II. **Written Presentation**

Use of visual aids posters/drawings/sketch/graph etc._____
Neatness _____
Spelling _____
Grammar _____
Creative _____
Bibliography _____
Time Management
completed within assigned time _____

Total Points

Explanation of extremely high (5) or low (1) comments

_____

_____

_____

Evaluation rating scale - use the following numbers to score each report

(1) poor (2) fair (3) good (4) very good (5) outstanding

INTERACTIVE RIGHTS BULLETIN BOARD OR LEARNING CENTER

Thomas W. Long

Grade/Subject: High School/Government, Civics **Time Frame:** 2 weeks

Note: this lesson can be adapted for elementary and middle school use as well.

Concepts: Fairness and Justice: Civil Rights

Rationale:

Since most students are unaware or misinformed about basic laws affecting teens, this bulletin board, in a high interest format, presents real-life questions and answers.

Student Outcomes:

Students will become better informed on a variety of laws affecting behavior of teens and young adults.

Materials:

Bulletin board, construction paper, markers, pictures, computer generated graphics or text, and other art materials; source book of rights, (the best materials are specific to Virginia), a commonwealth's attorney or other lawyer would be an excellent resource.

Procedures:

1. Complete a list of questions and answers concerning laws affecting teens. Some of the questions should be very high interest (perhaps even a bit racy) to attract student attention. Other questions will be more practical. The teacher should use discretion and consider age/maturity of students as well as school and community values. A sample list is attached.
2. Design a high interest bulletin board that will require students to come to the board (or learning center) and look behind a door or under a flap to find answers to questions. The actual design should be grade/maturity appropriate. It could be a courthouse with answers inside doors and windows, for example. It is important that the questions be prominently displayed so students will be enticed to seek the answers.
3. Change the questions and answers every few days.
4. Be ready for class discussion on some questions/answers. It may be a good discussion starter on topics such as the need for rules, enforceability of rules, fairness, etc.

Student Assessment:

This is really an enhancement activity so no assessment is required. However, students could be assessed in their ability to apply what they've learned from the bulletin board by writing a short story based on one of the rights/responsibilities or writing a new rule (law) to replace one they see as obsolete.

Cross-Disciplinary Applications:

This type of interactive bulletin board could be designed by students in art classes, the images and text could be computer generated by students, etc.

Opportunities for Understanding Other Perspectives:

It will be easy to adapt the bulletin board to themes that require students to address ethnic or minority views. For example, a bulletin board could be designed on black civil rights, on rights of the disabled, or on rights/responsibilities in other states or nations; a bulletin board could express the ideas of rights/responsibilities through American Indian images; or the laws could be written in a foreign language.

Sample Questions and Answers[2]

Is it necessary to have a bicycle license tag?
(It depends on the locality--contact the police or sheriff's office.)

Can a minor purchase a car?
(Yes. There is no minimum age to title or register a car. However, if a teen needs a bank loan to purchase a car an adult must co-sign for the loan.)

What is a juvenile?
(A juvenile is any person under the age of 18.)

Who has the power to suspend a student?
(The principal or his representative, the superintendent or the school board may suspend students.)

What are the hitchhiking laws in Virginia?
(Hitchhiking is permitted on any highway or street except for interstate highways)

What is meant by paternity?
(Paternity means fathering a child.)

Is sexual intercourse between two consenting minors legal?
(No, unless they are married to each other. In fact, under Virginia law, sexual intercourse between persons of any age is unlawful unless they are married to each other.)

Can a person under the age of 18 open a savings account?
(Yes, however, some banks may require a parent to give written permission for withdrawals.)

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[2] Adapted from You Have the Right If You Know It, which contains 260 questions and answers that were current through 1986. Although it is out of publication, the Virginia State Bar and the Virginia Institute for Law and Citizenship Studies make it and/or similar resources available.

Rules and Laws Evolve as a Society Adapts to Change

The African-American History Project
Agnes Dunn

Grade/Subject: 11/U.S. History **Time Frame:** 3 weeks

Concepts: Dynamics of Rules and Laws: Dissent, Civil Disobedience

Rationale:
Few students today are adequately exposed to African-American history or the important events in the African-American struggle for civil rights.

Student Outcomes:
1. Students will be involved in a cross-curricular English and Social Studies unit.
2. Students will use interactive computer technology using a laser disc.

Materials:
Lay Bare the Heart by James Farmer; Sorrow's Kitchen by Mary Lyons; The Autobiography of Malcolm X by Alex Haley; Roll of Thunder Hear My Cry by Mildred Taylor; Honey I Love, by Eloise Greenfield; "Martin Luther King, Jr." on Laser Disc, ABC News. Video Disc.

Procedure:
Note: Each step represents one class period.
1. Invite a community guest speaker to discuss his/her experiences with segregation in society and schools.
2. Do a KWL chart of what students already **K**now, what they **W**ant to know, and after the lesson, what is **L**earned, (Ogle 1983) to bring out background knowledge on the Civil Rights Movement.
3. Have students read, discuss, and write on books in both English and Social Studies classes.
4. Show an overview of the struggle for Civil Rights using an interactive laser disc.
5. Place students in cooperative groups to research the background and significance of various events and report back to the class. The laser disc will be one of the available sources of introduction.

Student Assessment:
Students will be asked to keep a dialectical journal while reading the literature. Also, a time-line will be prepared by the class and posted on the wall. As a final product, students may select a creative or an expository assignment.

Cross-Disciplinary Applications:
This lesson is designed for an English-History connection.

Opportunities for Understanding Other Perspectives:
This unit is designed to promote a dialogue on racial and ethnic issues.